TIP Volume 37/Number 4 April, 2000

The Industrial-Organizational Psychologist

TIP

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The Industrial-Organizational Psychologist. TIP is the official publication of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association and an Organizational Affiliate of the American Psychological Society. Circulation is approximately 5,500, which includes the membership of the Society (professional and student), program chairs and co-ordinators, public and corporate libraries, and individual subscribers.

Manuscripts and News Items: Two copies (one copy on disk) of articles or news items should be submitted to the editor. Submissions well in advance of the deadline are appreciated and necessary for unsolicited manuscripts.

Deadlines for each issue are:
July issue—May 1 deadline
October issue—Aug. 1 deadline
January issue—Nov. 1 deadline
April issue—Feb. 1 deadline

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The Industrial-Organizational Psychologist, TIP (ISSN 0739–1110, USPS#014–838), is published quarterly by the Society for Industrial and Organizational Psychology, Inc. 745 Haskins Rd, Suite D, P.O. Box 87, Bowling Green OH 43402–0087.
Subscription rates: Subscription cost for SIOP members $10.00, included in annual dues. $20.00 for individuals, $30.00 for institutions. Periodicals Postage paid at Bowling Green OH and at additional mailing offices. POSTMASTER, send address changes to: The Industrial-Organizational Psychologist TIP, SIOP Administrative Office, P.O. Box 87, Bowling Green, OH 43402–0087. Undelivered copies resulting from address changes will not be replaced; subscribers should notify SIOP of their new address.

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TIP The Industrial-Organizational Psychologist

Vol. 37/No. 4 April, 2000

FEATURED ARTICLES

EDITORIAL DEPARTMENTS

NEWS and REPORTS

A MESSAGE FROM YOUR PRESIDENT

Angelo DeNisi

This is really strange. I am here writing my LAST column as SIOP President! What feels strange about it is the fact that my moment to actually feel like the President is yet to come in New Orleans. It's almost as though it's over before it begins! So much for my existential angst, and down to more serious matters, such as what has been going on.

Actually, a lot has been going on, and most of it is good. As you may recall, in the last issue of *TIP*, I discussed the need for a dues increase and asked you to approve it at the Conference. My comments elicited only a single response, and that was from a student who asked that we reconsider the size of the dues increase proposed for students. I responded with my reasons for why I thought it WAS justified, but I don't mean to revisit those points here. Instead, this exchange made some other points salient for me. As part of our exchange, the student asked me where and when he (and presumably other students) would get the chance to speak out on his issue. I realized that the answer to this was that the students have NO voice in any SIOP policies. I had some thoughts about how a student COULD influence member votes, but the alternatives are not really very feasible.

So what about a voice for students? We have more than 2,000 student members of SIOP and, although I believe we provide them excellent service and get them involved in the Conference, should they have formal input into our Society policies? Not too long ago, a different group of students submitted a proposal to the Executive Committee to form a SIOP Student Association (SIOPSA). There were some concerns about the specifics of the proposal, but these two events have brought home (to me, anyway) the need to revisit the role of students in SIOP.

We have basically adopted the APA model where students are not real members and have no real voice. Now, APA Council DOES have student observers, but they are there ONLY to observe. They cannot vote and they cannot even speak to Council unless a member asks permission for them to speak. Although that doesn't sound very impressive, it strikes me that this is still more than we do for students in SIOP. So, what am I proposing? Frankly, I'm not proposing ANYTHING specific right now. Instead, I am proposing that we think more about this and begin talking about it. Elsewhere in *TIP* you should find the

specifics for a "Conversation Hour" (for lack of a better term) at this year's conference. I will host this session. **Nancy Tippins** will be there as well, and we want to invite any student members of SIOP to come and discuss possible roles for students within SIOP. Also, you should have received by now (I think – I continue to have problems not writing in real time) a survey from Kim Hoffman and some of her colleagues. This is meant to provide us with further input concerning what roles students want to have in SIOP.

I don't want to mislead anyone. I don't think we are ready to declare students as full members of SIOP, but I believe we are ready to explore other options. Perhaps, if there were a student organization of some sort, this group could collect and coordinate student input on issues facing SIOP. Perhaps this organization could even have some type of representation at the SIOP Executive Committee meetings. We are less interested in an organization that sets up a separate (parallel) structure for students, and more interested in an organization that helps integrate the needs of students with the larger needs of SIOP, and I'll be interested in hearing what others have to say. Please attend this session if you have any interest in further developing the role of students within the governance of SIOP.

You probably also noticed that this year's program included a new feature called *Expanded Tutorials*. These Expanded Tutorials were designed to provide all members (but primarily academicians) with the latest information about some research-related topics. We began with three (personality, justice and HLM), and the reaction has been overwhelming, so we may expand these expanded tutorials even further next year! In any event, I want to take this opportunity to publicly thank **David Hofmann** for his work on this. We asked David to chair an ad hoc committee to investigate the possibility of offering tutorials of this nature, less than 2 years ago. David's charge was to find out if anyone wanted these workshops; to figure out where and when to offer them; to determine the right price to charge (we didn't want to make money on this, but we did want to cover expenses); and then to find some topics and people and offer the tutorials. He did an amazing job, accomplishing all of those goals and producing a product that our members are responding to in a big way. Even more incredible, he developed an "exit strategy" so that his ad hoc committee could be dissolved, and the work be done as part of other SIOP committee activities. It's effort such as this that makes SIOP work, and we are all grateful to David for the work he has done.

At our recent Executive Committee meeting (we always say these meetings are in Washington, but they're really held at the Crystal City Marriott which lacks some of the charm of other possible venues!) we also discussed some other issues of interest to SIOP members. One of them was the Conference. You surely noticed that we ran out of hotel rooms a little early this year. Well, there's a good chance that we'll have some problems next year too. The problem is that attendance at the SIOP Conference has grown dramatically, and we

sign contracts 5 or 6 years before the actual conference. When, 5 or 6 years ago, we suggested we needed to increase our room block at a conference hotel, the hotel management pulled our records from past conferences, and based on the attendance we had 8–10 years ago, wouldn't release a larger block. When we get closer to each conference, the Conference Chair (**Ron Johnson** has this job right now), goes back to the hotel to ask for more rooms (not often successful since they have already committed other rooms), and seeks back-up hotels in the area where we can get a good rate.

Anyway, the system is imperfect and, although we are trying to plan future conferences a bit better, the truth is that our conference is getting big. We discussed the possibility, down the line, of moving to some different models for the Conference. We could have all the sessions at one hotel, but have two (or more) official "sleeping room" hotels. This is essentially what we are doing already in many cities, but we could actually start out with this model instead of adopting it by default. We could also have sessions at more than one hotel if we needed to, and, eventually, even think about a conference center model. We all recognize the drawbacks of some of these models, but as SIOP grows, it may be necessary. We will do what we can to keep things in one hotel, but shortages such as the one we faced this year may become more common. In any case, I wanted to let you know we ARE thinking about what we can do to make the Conference continue to work in the future. In fact, we are talking to some professional meeting planners to see if they can offer any services to help us, without changing the feel of the Conference. So, again, we are trying to avoid problems in the future but, for all of you who had difficulty finding a room in New Orleans, I want to apologize on behalf of myself and SIOP. We'll try to do better.

We also spent time talking about the future of I-O psychology. There is growing concern that many I-O programs may face real threats in the coming years. Some psychology departments believe that I-O belongs in the business school, rather than the psychology department. Other departments have problems in justifying the kinds of salaries that they need to pay to remain competitive with nonpsychology options. When experimental psychologists, or social psychologists talk about the really strong psychology programs in their fields, they talk about programs at Yale, Harvard, and Stanford. Yet these schools do not have I-O programs, and the list of top I-O programs includes Big Ten schools, Akron and Bowling Green. To the Ivy League trained-mind, graduates from schools such as these can't possibly be paid more than graduates from their schools.

We didn't generate many solutions to the problems, but we are all aware that there may soon be a problem (if there isn't one already). It may be that the SIOP Foundation will be able to help out in this arena as well. Finally, we discussed the future of SIOP-APA relations. Once again, we generated no solutions, but we talked about a number of useful ideas. One notion, that I don't

think I ever heard at a SIOP meeting before, was that we should accept the fact that clinicians are going to want to move into I-O areas. Then, rather than fight them, maybe we should TRAIN them! That is, perhaps SIOP should be the body that provides re-tooling for clinicians. Then we can be sure of what kind of training the clinicians will have received, and we may be able to generate some money as well. It IS an interesting idea, and it's also indicative of the fact that SIOP is beginning to think more creatively about this issue, rather than burying its head in the sand.

Well, I think that's about it. As I sit here "writing" this column, I'm faced with the task of giving a presidential address in New Orleans. While I am not generally worried about talking in front of large groups, this is a different kind of large group for me and, I must admit, it has me nervous. And with that address, I will end my term as SIOP President. It has been a great honor to serve as your president, and I'm still not sure there wasn't a mistake in counting the votes when I was elected. I have had the opportunity to work with an incredible group of people, and I especially want to thank **Elaine Pulakos** for telling me what I needed to know this year, and Nancy Tippins for supporting and guiding me in the things I did actually try to do. I also need to thank the Chairs of every SIOP committee, and the members of those committees who actually get all the work done that made me look good (or at least not bad). Of course, I also need to thank Lee Hakel who has turned the SIOP Administrative Office into an indispensable part of the SIOP machinery. As my colleagues in strategic management would say, she has made that office a critical and non-inimitable source of sustained competitive advantage. Finally, I want to thank all the members of SIOP who support the organization in a hundred different ways and who help make SIOP the kind of organization that anyone would be proud to serve. So, I hope to see you in New Orleans, and remember, if you see me and you have any problems or questions—it won't be my job anymore! Ask Nancy!

From the Editor:
Pirates of the Caribbean—Yo-Ho-Ho and a Bottle of Rum

Allan H. Church
W. Warner Burke Associates, Inc.

Welcome to the April 2000 issue of *TIP*. As I think you will see, this issue is full of interesting, insightful, and hopefully even some entertaining items for your perusal, so I will try to keep my introductory musings short and to the point (assuming that's possible, of course). Whatever your reactions to this installment of *TIP* (positive, negative, or perhaps simply indifferent), I would appreciate hearing from you! You can email me at allanhc@aol.com, or stop by in person at the "Meet the TIP Board" conversation hour we are having at the SIOP conference in New Orleans on Friday, April 14th at 2:00 p.m. I hope to see hear from you or perhaps see you there (assuming those infamous Hurricanes don't get to me first!).

I've Become Comfortably Numb

Speaking of being in New Orleans in April, I would be lying if I said that I am enjoying the winter weather this year in the NY Metro region. While having a snow day at home from school was fun when I was a kid, it's not so fun when you have to drag your bones outside in the wee a.m. darkness, shovel yourself a tunnel through the snow bank plowed by the tow trucks over your driveway so that you can ram your car through it, and then drive in blurry, slippery erratic traffic to get to work while SUVs cruise by at higher-than-appropriate speeds and then proceed to cause bumper-to-bumper rubbernecking situations after they slide off the highway entirely. Of course, I am sure that the winter weather problem in other parts of the country is far worse, but that doesn't make it any more enticing here.

What can be enticing, however, is the chance to get away from it all to a sun-filled island in the B.V.I. (British Virgin Islands) during the very worst of it, which is exactly what I was fortunate enough to be able to do last week. Of course, my intentions in taking this developmental opportunity were entirely professional in nature: (a) to prepare my body, mind, and tolerance levels for the upcoming activities and rigors associated with the SIOP conference in New Orleans, and (b) to try snorkeling for the first time at Norman (a.k.a. Treasure) Island so that I could properly understand the multifaceted motivational and job satisfaction components that Blackbeard and the other pirates of the Caribbean must have felt in their days of plundering hapless ships. Actually, in all honesty, the trip was a necessary (and opportunistic) means for recharging some very low mental batteries (yes, I know my capacity is sorely limited anyway) which, in turn, facilitated the completion of this exciting issue of *TIP* that you now hold in your hands. How some people can survive without ever taking

their vacation time, I will never know (though from a work perspective I can appreciate the vector forces in opposition to such actions). Clearly, this is grist for the job-life satisfaction and work-life balance arena.

What I Did on My Winter Vacation

At any rate, the main reason I brought this subject up is that, believe it or not, it reminds me of some of the complexities of doing applied research. Let me explain. On the final day of our journey, my wife and I had some time to kill before we could leave for the tiny Tortola airport. We were sitting at a small table in the marina watching the boats go idly by with our luggage stashed behind us waiting for yet *another* order of fish and chips at *Pussers*—the local yet branded touristy hangout—when we were stuck by the odd tendency for some people to go up to a shop door five feet away from us and pull (sometimes quite strenuously) on its door handle. This seemed particularly odd at the time given the fact that there was a large eye-level sign which clearly read PUSH in big letters. Using our keen psychological training we quickly surmised that this was a true phenomenon worthy of a juicy government research grant—the push/pull factor—or, at least something that two cynical consultant types could attend to for a few minutes while munching away.

After several more initial observations (and an occasional remark or two as to any given shopper's IQ, EQ, GQ or any other Q for that matter), I declared that I would formally code the behavior and determine a percentage of push verses pull responses. Since my wife was first to observe a potential gender effect emerging from the raw data, even before recording actually began, I quickly sketched a 2 × 2 grid on my trusty applied research tool—the paper napkin—and began the data collection process. After about 30 minutes of this (yes, this actually went on longer than you might think—but what would you expect from two I-O psychologists after a week in the sun?) we had the following counts:

	Male	Female
Push (incorrect)	1	4
Pull (correct)	2	4

While this may seem like small numbers, many a dissertation in other fields has been completed on significantly fewer numbers of cases. Anyway, although one might initially construe a significant relationship by gender, as we continued to observe, however, it quickly became apparent that there may have been other potential variables involved in the push/pull factor that we had not initially considered, all of which might be important confounds. After some reflection, we decided that the following contextual variables also needed study before our results could be considered meaningful:

- native language (while the sign was clearly in English due to the island's British heritage, the visitors were mostly Americans—many of whom

obviously have serious problems with the English language—and a few Europeans)
- prior experience—with this specific door, and perhaps equally importantly, other doors which may have helped shape a contradictory door schema in the more successful individuals
- level of intoxication from Caribbean rum drinks (including *Pusser's* famous Pain Killers which, not that I am familiar with them, come in level 2, 3, and 4 strengths) which have been found to impair judgment and decision-making abilities, or
- differential levels in inherent ability to decode complex competing visual stimuli (e.g., there were many different signs and ads on the door—one of which said "braids inside" and resulted in a comment from one already-braided passerby "brains inside?"; also, the door handle was jutting out clearly looking to be pulled).

While I have no doubt that many I-O psychologists (and particularly those that serve as journal reviewers) could provide a much more comprehensive list of possible confounds, the point to all this is simple: Applied research (or any social science-related research for that matter) is a complex, multifaceted, and inherently flawed entity. While it sure beats a student-populated lab study with respect to generalizability, it lacks most of the subtle controls that such an environment affords. Neither one provides all the answers and both are flawed in their own ways. All we can do as trained researchers is to simply quest for that superior dataset with most (or at least some) of the right contextual conditions and hope that the data make sense when all is said and done.

Please don't misunderstand. I certainly enjoy conducting and publishing research myself (assuming that is, that anyone will want my articles after seeing how sloppy my methods were here), and reading and reviewing the work of colleagues and friends. I am also employed by a firm that believes strongly in data-driven (i.e., research) methods for organizational change. Nonetheless, this simple research experience over fish and chips at *Pussers*, makes me truly skeptical that we will ever find THE true answer to most of the nagging research and theoretical questions that drive our field. Why else would different meta-analyses of the same set of studies yield inconsistent findings? Of course, please feel free to disagree! I'd be happy to hear from you.

And in This Corner

Now onto the good stuff. As always, listed below is a brief summary of what's in store for you in this issue.

Featured Articles

In his LAST column (his emphasis) as SIOP President, **Angelo DeNisi** provides us once again with an interesting overview of some of the major issues

facing the Society. He covers a number of topics including student membership concerns, the new Expanded Tutorials offerings at this year's conference, future conference plans and hotel problems due to ever increasing levels of attendance, the future of I-O psychology, and the lack of charm at the Crystal City Marriott.

In preparation for this year's SIOPen in New Orleans, **Mick** "The Quick" **Kavanagh** (and past *TIP* Editor) provides a summary of the highlights of last year's event in Atlanta, Georgia. Let's hope there are no dark and stormy days this year! Wait, I do enjoy a good Dark and Stormy (the local rum drink from Bermuda, that is) now and then. But that's another story.

I guess I am not the only one with research on the brain. **Deniz Ones** and **Chockalingam Viswesvaran** provide the results of their research on I-O researchers. More specifically, their article focuses on the most-published authors (and some interesting gender differences) among the last 10 years of two of the most well-respected research outlets for our field: the *Journal of Applied Psychology* and *Personnel Psychology*.

Next, swinging to the humorous side, **Michael McDaniel** provides some entertaining examples of new ways to fake your test results. As an aside, we felt it was important to run this piece after the SIOP member survey was complete, just to be sure that Michael's suggestions would not unduly influence the results. Actually, I think I can add one additional example here regarding a response to the question "Have you ever pushed on a door that was clearly marked PULL in big letters?"

Speaking once again of results, have you ever wondered how one might go about advertising and/or promoting I-O psychology among the general public? Well, **Adam Butler, Kelly Anderson**, David Whitsett, and Rowena Tan have and they provide here the results of their research on the subject. Their findings, though perhaps not surprising, are disconcerting nonetheless regarding the extent to which we (do not) get the word out about I-O psychology. This is certainly an issue related to the future of I-O.

Next, we have a slightly different perspective on the importance of networking and connectivity from Nasha London-Vargas in her article "Living King's Dream: The Student Support Network—A 21st Century Concept." She makes a call for changes in the undergraduate university setting which would open the door for greater student involvement and enrichment.

The final feature for this issue is somewhat of a historical piece on one of the original applied psychologists, John B. Watson (1878-1958). Using content taken from many of Watson's original writings from the Watson files in the Library of Congress, **Diane DiClemente** and **Donald Hantula** provide an interesting retrospective look at his largely unknown contributions to the field of I-O psychology.

Editorial Departments

As many of you have come to expect by now, **Mike Harris** once again offers up an intriguing title (and accompanying content) for his latest **Practice Network** column. This time around he explores why any I-O psychologist in their right mind would *choose* to actually enter the Evil Catbert's dreaded realm of the HR. Indeed, you may find what he found to be quite a finding. On a more personal note, I was quite pleased to read that "no one indicated that their training as I-O psychologists had been a waste of time" though I did find his comments about e-tomatoes or e-eggs somewhat disconcerting.

Next, in this issue's **TIP-TOPICS for Students**, **Kim Hoffman** goes it alone as she tackles yet another aspect of the scientist-practitioner role. This time, she explores the central question—*who are the "customers" of I-O Psychology*? And perhaps the even more poignant issue—*are the customers of scientists and practitioners truly different?* Without a doubt, this topic is becoming increasingly significant for the future of SIOP and I-O psychology. Her final section provides an informative look at the Student Development Programs at IUPUI. Did they read Nasha's article (see above) before this issue went to press?

Kim's not the only *TIP* Editorial Board Member with an opinion, as **Janine Waclawski** demonstrates in this issue's edition of **The Real World**. In one fell swoop she tackles the peeks and valleys of corporate transitions from downsizing to megamergers, with an unusual stop for some quick cash and a Venti double mocha cappuccino at the newly formed Starbanks on the way.

Ever wonder about the state of industrial and organizational psychology in Austria? **Dirk Steiner** did and he found the answer from K. Wolfgang Kallus in this edition's **International Forum**. As you will see, I-O encompasses some pretty interesting content areas in this region of the world including ambulatory psychophysiology, research in mobbing and leadership, traffic psychology, risk behavior, and risk personality.

The topic of **Steven Rogelberg's Informed Decisions** column this issue is competency modeling. Contrary to the normal type of review provided, however, his contributors **Margaret Laber** and Jimmie O'Connor highlight what they found to be a significant lack of sound research in this area despite its widespread usage in organizations. They raise a number of interesting questions for the future and point to some interesting ambiguities in the competency modeling field today.

Next, I am pleased to announce the introduction of a new department (so to speak) from a very familiar face (and another past *TIP* Editor—it seems you can't ever shake these people!) **Paul Muchinsky.** In this first edition of his satirical column **The High Society,** he takes I-O psychology to the movies with reviews of his favorite I-O inspired films.

With every beginning there must eventually come an end. This issue marks the final contribution from two of our long-standing *TIP* columnists and famil-

iar contributors to many. In her final **Work in the 21st Century** piece, **Karen May** provides a nice reflective summary of her nine years with *TIP* and some of the changes she has experienced. Similarly, **Charmine Härtel** also concludes her 8-year tenure with *TIP* in her *Global Vision* column for this issue. We thank Karen and Charmine for their many years of interesting and insightful contributions to *TIP* and the Society, and wish them all the best in their future endeavors.

Last but not least, this issue's **Early Careers** column by Dawn Riddle and **Lori Foster** focuses on an in-depth interview with **Shelly Zedeck**. In reading about his passion for travel, I wondered if Shelly has ever examined the push/pull factor in any of his adventures. Next, in their Career Gear section, Dawn and Lori focus on the advantages, disadvantages, and advice believed to be important for the early career psychologist with scientist-practitioner ambitions. For this segment they rely on a wonderful set of comments from extremely knowledgeable individuals including **Ed Levine, Dave Day, George Thornton III, Karen Paul, Sandra Davis**, and, oh yeah, me (I know for sure that they hadn't read the above study description when they asked me).

News and Reports

Besides the features and columns, what would *TIP* be without the usual plethora of interesting and informative news items, calls, and committee reports to keep you up to the minute (ok, up to the month) with what is happening in SIOP.

This issue is no exception, with updates from CEMA representative **Denise Bane** on meeting plans for New Orleans, and **Jan Cannon-Bowers** and **Danielle Merket** on highlights of the Division 14 program at this year's American Psychological Association Convention. There are also reports from SIOP Secretary **Janet Barnes-Farrell** and **Kalen Pieper,** Chair of the State Affairs Committee, not to mention some important Proposed SIOP Bylaws Amendments, and this year's call for SIOP 2001 Awards Nominations. Emily Demonte and **David Arnold** provide yet another informative review of a recent Business Necessity Defense case involving Southwestern Bell. There is also an interesting response from Division 13 by **Andy Garman, Ann O'Roark,** and **Rodney Lowman** to some of Angelo DeNisi's comments from his February 2000 presidential column that may spark some interesting discussions in New Orleans.

Aside from the usual section of **Calls and Announcements** later in the issue, **John Hollenbeck** sent in a short article to formally announce and provide his rationale for an upcoming special issue of *Personnel Psychology* on Quasi-Experimentation. Do I sense scientist-practitioner issues being raised again?

As always, this issue has **David Pollack's** very useful list of upcoming conference dates and locations for next year, along with the usual IOTAS, announcements, and job postings. Our **Missives** for this issue starts out with a serious question posed regarding the current state of *TIP* itself. For reasons that should be quite apparent, I would be very interested to hear reactions to the issues being raised here, as well as anything you might have to say about *TIP*, SIOP, or I-O in general. As always, email your thoughts, suggestions, ideas, comments to Allanhc@aol.com. I look forward to hearing from you. See you in New Orleans!

TIP MISSIVES

To Boldly Go Where No TIP Has Gone Before

Allan,

As a *TIP* editor in the mid 1980s, I was THE FIRST editor to take an issue of *TIP* over the 100-page mark. And I heard about it in spades (too costly, too much to read, etc.). I see the most recent issue is over 200 pages. I hope you are praised for the amount of work you do in putting out such a quality publication.

The only thing I miss about the *TIP* editor's job is the irreverent humor column I would write for each issue. Although its been 15 years since I wrote them, I still get people who ask me about them and whether I would write them again. Alas, I receive no such kind words about my published research. Great job on *TIP*, Allan!

Paul Muchinsky
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I encourage SIOP's leadership to take a considered look at *TIP* and where it is headed as a publication. Looking at my bookshelf, *TIP* seems to have grown progressively thicker since the mid 1990s. A 1996-era *TIP* ran less than 80 pages, a 1998-era *TIP* ran about 150 pages, and our first Y2K *TIP* ran a hefty 228 pages! Have we grown so big, that we need more space to talk to ourselves about ourselves? Is all that advertising (much of which is from firms that already bombard us with direct mailings) really necessary to support *TIP*, or just to support a bigger *TIP*?

TIP seems to be caught in a proverbial Certs mints dilemma. Is *TIP* a newsletter, or is it a journal? Should it try to be both? The Society needs news about what is going on with members. We also need information relevant to the research and practice of applied psychology that is unlikely to be included in refereed journals. However, if *TIP* keeps growing at its current rate, it will begin to rival the *APA Monitor*, which serves an organization many times larger and more diverse than SIOP.

I hope that these remarks do not dampen the zeal of Allan Church and his editorial colleagues. All the things *TIP* is doing offers something of value to segments of the membership, but it is difficult to find time to sift through a 200-

plus page newsletter. Maybe *TIP* should be published more often. Maybe SIOP needs a newsletter and a journal.

I am not advocating any position aside from pointing out that the pace of *TIP*'s enlargement seems to be putting its utility, and perhaps its relevance, at risk.

Dr. Thomas F. Hilton
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Is There a Career at the End of the Tunnel?

Dawn Riddle and Lori Foster,

As a recent graduate and entrant to the workforce (I finished my dissertation and started working in 1998) I am excited about your *TIP* column! I have a couple of ideas for you.

1. I'm hitting a point where I am not learning much new at work. I am getting more responsibility managing projects and getting involved in some new arenas, but I am not encountering new experiences at the rate I was before. I would like to hear how others have responded to this stage at work. I am not quite ready to move to a new job and would like to maximize my learning opportunities here. How have others avoided boredom, or am I in an unusual position?

2. Thinking down the road a little, I would like to read about others' experiences transitioning FROM their first job. In graduate school, I got lots of advice about hunting for a job, but people outside school don't talk about changing jobs as openly. I'd like to read about how people conducted job search plans, particularly when it would not have behooved them to use SIOP's placement center.

Feel free to use my ideas or branch off from them. However, I'd rather not have my name published with these questions.

Best wishes!
Anonymous

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Hi Lori and Dawn,

I just finished reading your January *TIP* column (featuring Ed Salas). I think it is a great and much-needed column and builds well on your previous student column. Keep up the good work.

I thought I would throw a potential future column topic out there to you. Namely, the possibility of post-docs for I-O graduates. In many fields (including many within psychology), getting a coveted tenure track position often requires one or two postdoc stints before one can even be seriously considered for a tenure-track position (particularly in a PhD-granting institution). Might there be a possibility that I-O would ever go this route? If so, what forms might it take (i.e., could you do a postdoc at IBM or Proctor and Gamble for example)? How would a postdoctoral internship differ from the more typical post-doc position in other areas of psychology?

Why do I bring this up? Well, my interests have recently turned to looking at aging workforce issues, and it was clear I need some life-span/gerontology training. So for my first sabbatical, I did a 1 year postdoc at the Andrus Gerontology Center at USC last AY. It was a great experience and will no doubt help tremendously as I continue to build my program of research in this area. I thought to myself, "I should have done this right after my PhD" (I finished in 1992), but of course being in I-O who does postdocs? As other topics within I-O become more interdisciplinary will such additional training be needed? I realize this seems like a nonissue at this point, but I get the sense that postdocs for I-O PhDs may in fact become more prominent in time, although they may not look like those in experimental, developmental, or neuroscience.

Anyway, just thought I would throw that possible topic out there for you in case you can't think of anything better for a future column. Best of luck with your future columns and again keep up the great work.

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Hi, Lori,

I just read your column in the January *TIP*. It was great! Apparently, grad school and your first year teaching have not dulled your quick wit! I hope all is well and that your new semester is off to a good start. Mine is, so far. We're supposed to move to the new building in March or April and they are hard at work clearing and grading the land right behind Bellevue Hall for the second new academic building.

Well, I just wanted to congratulate you on the column. Take care and keep up the good work!

Best regards,
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SIOPen For the True Golfer

Mick "The Quick" Kavanagh

"It was a dark and stormy day." With apologies to Bulwer-Lytton, Stone Mountain, Georgia, did its best to match a foggy night setting for the Third Hugo Munsterberg SIOPen in conjunction with (some say, enhancement of) the 1999 Annual Conference of SIOP in Atlanta, Georgia. Eighty golfers, in 20 foursomes, playing a 4-person scramble format began the annual competition, with a shotgun start, at 1:00 p.m., on Thursday, April 29th. The Minnesota State University team of **Robert Cunningham, Dan Sachau, Todd Bricker, and Jason Miller**, whose picture appeared in the October 99 issue of *TIP*, were the winners of the coveted Hugo Cup with a net score of 58.

Although the 80 golfers starting the SIOPen surpassed the 60 who played in the 1998 event in Plano, Texas, the finishing numbers were 72. Apparently, two teams found the allure of the warmth and companionship of the 19th hole more attractive than the 52 degree, rain, and fog conditions on the course. Given my play that day, I wanted to head to the 19th early. Unfortunately, as a member of the team included one of the organizers of the event, **Chuck "Chili Dip" Lance**, this was rejected as not fitting the operational definition of golf. A hearty congrats for all who showed up to play, regardless of whether you finished or not.

The co-organizers Chuck Lance and **Jose "Hosel" Cortina** are to be thanked and congratulated for providing a well-organized event. The course selection was really wonderful, in spite of the fact that Stone Mountain was only visible for part of the round. It certainly provided a severe challenge which was increased by the course's length and wet conditions. The undulating greens provided a severe test for each team and provided the opportunity for stories of long, difficult putts made during the rehashing of the round in the 19th hole. Chuck and Hose have promised another great course for the SIOP meetings this year in New Orleans.

In spite of the weather, missed putts, water balls (yes, Mr. President, those shots count), and misdirected drives, all players agreed that it was the best way to begin the annual SIOP conference. Remember, the alternative was to be in downtown Atlanta in the same weather. The scramble format allows golfers of all abilities to enjoy a fine day of golf, hitting shots from where they have never been before. Chuck and Hose have plans to make this year more exciting, planning a voodoo ceremony to ward off any inclement weather. They invite all SIOP golfers, male and female, to come join us for a "good walk spoiled" (Mark Twain).

Most Published Authors in Journal of Applied Psychology and Personnel Psychology During the 1990s

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Chockalingam Viswesvaran
Florida International University

As the 1990s have come to a close, it is perhaps a good time to take stock of accomplishments. Our interest was in identifying the most published authors of the decade in the field of I-O psychology. Who are the individuals highest in terms of their research productivity? We focused on the number of publications in two main journals of our field: *Journal of Applied Psychology* (*JAP*) and *Personnel Psychology* (*PP*). Some researchers (e.g., Howard, Maxwell, Berra, & Sternitzke, 1985; Levine, 1990) have argued that the number of publications in *JAP* provides a useful index of individual research productivity. Given that *Personnel Psychology* is another prominent I-O psychology journal, with impact ratings (i.e., citation records) and article acceptance rates on par with *JAP*, we decided to use number of publications in *PP* along with number of publications in *JAP* as our index of individual research productivity. Levine (1990) summarized individual research productivity for 1980s, based on number of publications in JAP. By focusing our analyses on *JAP* and *PP*, we hope to have some continuity with his work.

We constructed a database of individuals who have published an article in either *JAP* or *PP* during the 1990s. We recorded a frequency count of the number of articles each author published during the decade. When there were multiple authors of an article, we gave a score to each co-author. That is, individuals received a score for both single authored and co-authored articles. Although this might overestimate the contributions of some individuals and underestimate the contributions for others, this scoring scheme should serve as a rough index of individual productivity in the field. Further, this scoring algorithm is identical to that used by Levine (1990) to assess individual research productivity (also published in *TIP*). When doing the frequency count, we did not distinguish between regular articles, research reports, or monographs.

Overall, there were 1,690 authors who published in *JAP* and *PP* during the 1990s. The mean number of publications per author was 1.72 (SD = 1.74). However, the frequency of publications was extremely skewed in that a few researchers published a great many articles, while many authors published a single article. We were able to identify 523 (30.9%) of the authors as female and 1,037 (61.4%) of the authors as male. For 130 authors (7.7%), no gender information was available. On average, women published 1.44 (SD = 1.18) papers, whereas men published 1.93 (SD = 2.01) papers. The standardized

mean difference in number of papers published by men and women was .28, favoring men. Note that the variability in number of papers produced by women was 58.44% of the variability of papers produced by men. That is, although on average men published more in these journals, men were much more variable than women in the number of articles they published. The substantial lower variability of the female distribution also means that few females make it to the most-published-authors echelon in I-O psychology. Table 1 provides the frequency distribution of publications.

Table 1

Distributions of Author Productivity in Journal of Applied Psychology and Personnel Psychology during 1990s.

All authors (N = 1,690)			Women (N = 523)		Men (N = 1,037)	
Total # of Pubs. per Author	Frequency	%	Women's Frequency	% of Women	Men's Frequency	% of Men
1	1,182	69.9	400	76.5	668	64.4
2	263	15.6	76	14.5	175	16.9
3	96	5.7	23	4.4	71	6.8
4	52	3.1	11	2.1	40	3.9
5	31	1.8	4	.8	27	2.6
6	24	1.4	4	8	19	1.8
7	11	7	2	.4	9	9
8	13	.8	2	.4	11	1.1
9	2	.1	--	--	2	2
10	6	.4	--	--	6	6
11	1	.1	--	--	1	.1
12	1	1	--	--	1	1
13	2	.1	--	--	2	2
15	1	.1	--	--	1	1
16	2	.1	1	2	1	1
18	1	.1	--	--	1	1
19	1	.1	--	--	1	1
20	1	.1	--	--	1	1

Note. For 130 authors, no gender information could be obtained. For all authors who published 4 or more papers, gender information was available.

Almost 70% (n = 1,182) of the authors published only one article. Another 15.6% (n = 263) authored two articles in the decade of the 1990s. Less than 5% of authors published more than five articles. For women, only 1.8% (n = 9) authored more than five articles. The corresponding number for men was 5.5% (n = 56). There was only 1 woman and 9 men who published more than 10 articles in *JAP* and/or *PP* (an average of one article per year!).

Table 2 lists the individuals who have published five or more articles in *JAP* and *PP* during the 1990s.

Table 2

Most Published Authors in Journal of Applied Psychology and Personnel Psychology during the 1990s: The Top 100[a]

Absolute Rank	Category Rank	Author Name	Current Affiliation	Total # of Pubs.
1	1	Judge, Timothy A. (1990)	University of Iowa	20
2	2	Sackett, Paul (1979)	University of Minnesota	19
3	3	Schmitt, Neal (1972)	Michigan State University	18
4.5	4	Ryan, Ann Marie (1987)	Michigan State University	16
4.5	4	Schmidt, Frank L. (1970)	University of Iowa	16
7	5	Barrick, Murray R. (1988)	Michigan State University	13
7	5	Campion, Michael A. (1982)	Purdue University	13
7	5	Mount, Michael K. (1977)	University of Iowa	13
9	6	Salas, Eduardo (1984)	University of Central Florida	12
10	7	Bretz, Jr., Robert D. (1988)	University of Notre Dame	11
13.5	8	Hollenbeck, John R. (1984)	Michigan State University	10
13.5	8	Hunter, John E. (1964)	Michigan State University	10
13.5	8	Mathieu, John E. (1985)	University of Connecticut	10
13.5	8	Motowidlo, Stephan (1976)	University of Florida	10
13.5	8	Murphy, Kevin R. (1979)	Colorado State University	10
13.5	8	Schmit, Mark J. (1994)	Personnel Decisions International	10
17.5	9	Chan, David (1998)	National University of Singapore	9
17.5	9	Maurer, Todd (1990)	Georgia Institute of Technology	9
25	10	Arvey, Richard D. (1971)	University of Minnesota	8
25	10	Barling, Julian (1979)	Queen's University	8
25	10	Burke, Michael J. (1982)	Tulane University	8
25	10	Drasgow, Fritz (1978)	University of Illinois	8
25	10	Eden, Dov (1970)	TelAviv University	8
25	10	Ganster, Daniel C. (1978)	University of Arkansas	8
25	10	George, Jennifer M. (1987)	Rice University	8
25	10	Harrison, David A. (1988)	University of Texas Arlington	8
25	10	Ilgen, Daniel R. (1969)	Michigan State University	8
25	10	Ones, Deniz S. (1993)	University of Minnesota	8
25	10	Quinones, Miguel A. (1993)	Rice University	8
25	10	Raju, Nambury S. (1974)	Illinois Institute of Technology	8
25	10	Viswesvaran, Chockalingam (1993)	Florida International University	8
37	11	Bobko, Philip (1976)	Gettysburg College	7
37	11	Borman, Walter C. (1972)	University of South Florida	7
37	11	Klaas, Brian S. (1987)	University of South Carolina	7
37	11	Locke, Edwin A. (1964)	University of Maryland	7
37	11	Meyer, John P. (1978)	University of Western Ontario	7
37	11	Ployhart, Robert E. (1999)	University of Maryland	7
37	11	Pulakos, Elaine (1984)	Personnel Decisions International	7
37	11	Russell, Craig (1982)	University of Oklahoma	7
37	11	Schaubroeck, John (1988)	Drexel University	7
37	11	Schneider, Benjamin (1967)	University of Maryland	7
37	11	Shore, Lynn McFarlane (1985)	Georgia State University	7
54.5	12	Arthur, Winfred Jr. (1988)	Texas A & M University	6
54.5	12	Avolio, Bruce J. (1981)	Binghamton University	6
54.5	12	Campbell, John P. (1964)	University of Minnesota	6
54.5	12	Cutler, Brian L. (1987)	Florida International University	6
54.5	12	Driskell, James E. (NA)	Florida Maxima Corporation	6
54.5	12	Ford, J. Kevin (198[illegible])	Michigan State University	6
54.5	12	Gilliland, Stephen W. (1992)	University of Arizona	6
54.5	12	Hattrup, Keith (1992)	San Diego State University	6
54.5	12	Hom, Peter W. (1979)	Arizona State University	6
54.5	12	Kelloway, E. Kevin (NA)	University of Guelph	6
54.5	12	Law, Kenneth (1990)	Hong Kong Univ. of Science & Technology	6
54.5	12	Lindsay, R. C. L. (NA)	Queen's University	6
54.5	12	Martocchio, Joseph J. (1989)	University of Illinois	6
54.5	12	Mellor, Stephen (1985)	University of Connecticut	6
54.5	12	Ostroff, Cheri (1987)	Arizona State University	6
54.5	12	Phillips, Jean (1997)	Rutgers University	6
54.5	12	Podsakoff, Philip M. (1980)	Indiana University	6
54.5	12	Roth, Philip L. (1988)	Clemson University	6
54.5	12	Rynes, Sara (1981)	University of Iowa	6
54.5	12	Smither, James W. (1985)	LaSalle University	6
54.5	12	Stevens, Cynthia K. (1990)	University of Maryland	6
54.5	12	Teachout, Mark S. (1990)	USAA	6
54.5	12	Wells, Gary L. (1977)	Iowa State University	6
54.5	12	Yammarino, Francis J. (1983)	State University of New York Binghamton	6
82	13	Alexander, Ralph A. (NA)	--	5
82	13	Barber, Alison E. (1990)	Michigan State University	5
82	13	Bauer, Talya N. (1994)	Portland State University	5
82	13	Beehr, Terry A. (1974)	Central Michigan University	5
82	13	Boudreau, John W. (1981)	Cornell University	5
82	13	Cable, Daniel M. (1995)	University of North Carolina	5
82	13	Campion, James E. (1968)	University of Houston	5
82	13	Colella, Adrienne(1989)	Texas A & M University	5
82	13	Cortina, Jose M. (1994)	George Mason University	5
82	13	DeNisi, Angelo S. (1977)	Texas A & M University	5
82	13	DeShon, Richard P. (1993)	Michigan State University	5
82	13	Doverspike, Dennis (1983)	University of Akron	5
82	13	Edwards, Jeffrey R. (1987)	University of North Carolina	5
82	13	Gerhart, Barry (1985)	Vanderbilt University	5
82	13	Griffeth, Rodger W. (1981)	Georgia State University	5
82	13	Heilman, Madeline E. (1972)	Columbia University	5
82	13	Highhouse, Scott (1992)	Bowling Green State University	5
82	13	Hoffman, Calvin C. (1984)	South California Gas Company	5
82	13	Jacobs, Rick (1978)	SHL Landy, Jacobs Inc. /Penn State Univ.	5
82	13	Landis, Ronald S. (1995)	Tulane University	5
82	13	Landy, Frank J. (1969)	SHL Landy, Jacobs Inc.	5
82	13	Latham, Gary (1973)	University of Toronto	5
82	13	MacKenzie, Scott B. (NA)	Indiana University Bloomington	5
82	13	Mael, Fred A. (1988)	US Army Research Institute	5
82	13	Ree, Malcolm James (NA)	Our Lady of the Lake University	5
82	13	Reilly, Richard R. (1969)	Stevens Institute of Technology	5
82	13	Sego, Douglas J. (1994)	Hong Kong Univ. of Science & Technology	5
82	13	Stewart, Greg L. (1993)	Brigham Young University	5
82	13	Stone-Romero, Eugene F. (1974)	University of Central Florida	5
82	13	Thornton, George C., III (1966)	Colorado State University	5
82	13	Yukl, Gary (1967)	State University of New York Albany	5
82	13	Thornton, George C., III (1966)	Colorado State University	5

Note: Time period covered is January 1990–December 1999. The PhD year for each author appears in parentheses following their name. NA = PhD year not listed in the SIOP directory.

[a] There are 97 authors on the list presented rather than 100 because of ties at the next rank. The top 97 authors have published five or more papers in *JAP* and *PP* during the 1990s.

Of the 1,690 authors publishing in the two journals during the 1990s, the top 97 are listed in the table. (Because of ties at the next rank, we could not list the most published 100 individuals). It may be worthwhile to keep in mind that some of the authors listed in Table 2 obtained their PhD's during the 1990s and hence did not have all 10 years to publish. For comparative purposes, the year each author obtained their PhD is listed in parentheses, following their name. Listing the PhD year for authors is also useful in identifying the researchers who are still active even though they have been in the field for multiple decades.

By each author's name, we also listed his/her current affiliation. The institutional affiliations in Table 2 may provide a rough indication of where the research-productivity-based human capital in I-O psychology currently is. Affiliation information was obtained from the *1999 SIOP Annual Membership Directory*. When an author proved not to be a present member of SIOP, we attempted to use other directories to find this information. In the case of a few authors, because no affiliation could be ascertained using membership directories, we listed the affiliation indicated on that author's latest *JAP* or *PP* publication.

Table 3 provides a summary of the most published women of the decade.

Table 3

Most Published Women Authors in Journal of Applied Psychology and Personnel Psychology during the 1990s.

Absolute Rank	Category Rank	Author Name	Current Affiliation	Total # of Pubs
1	1	Ryan, Ann Marie (1987)	Michigan State University	16
2.5	2	George, Jennifer M. (1987)	Rice University	8
2.5	2	Ones, Deniz S. (1993)	University of Minnesota	8
4.5	3	Pulakos, Elaine (1984)	Personnel Decisions Research Institute	7
4.5	3	Shore, Lynn McFarlane (1985)	Georgia State University	7
7.5	4	Ostroff, Cheri (1987)	Arizona State University	6
7.5	4	Phillips, Jean (1997)	Rutgers University	6
7.5	4	Rynes, Sara (1981)	University of Iowa	6
7.5	4	Stevens, Cynthia K. (1990)	University of Maryland	6
11.5	5	Barber, Alison E. (1990)	Michigan State University	5
11.5	5	Bauer, Talya N. (1994)	Portland State University	5
11.5	5	Colella, Adrienne (1989)	Texas A & M University	5
11.5	5	Heilman, Madeline E. (1972)	Columbia University	5
19	6	Atwater, Leanne (1985)	Arizona State University	4
19	6	Ellingson, Jill E. (1999)	Ohio State University	4
19	6	ForsterLee, Lynne (NA)	Charles Stuart University	4
19	6	Gist, Marilyn E. (1985)	University of Washington	4
19	6	Hedlund, Jennifer (NA)	Yale University	4
19	6	Hough, Leaetta M. (1981)	The Dunnette Group Ltd.	4
19	6	Kossek, Ellen Ernst (1987)	Michigan State University	4
19	6	Rentsch, Joan (1988)	University of Tennessee	4
19	6	Rothstein, Hannah (1980)	Baruch College/CUNY	4
19	6	Wanberg, Connie R. (1992)	University of Minnesota	4
19	6	Wayne, Sandy J. (1987)	University of Illinois	4

Note. Time period covered is January 1990–December 1999. PhD years are in parentheses

Because of the small mean and large variability differences between men and women, there were only 13 women out of the total list of 97 most published authors in Table 2. Table 3 includes all female authors who published 4 or more articles.

A decade may be too short of a period when analyzing journal publications, so we investigated the top 10 individuals who were the most prolific of both the 1980s and the 1990s. We obtained the list of the most published authors of the 1980s in JAP from Levine (1990). We compiled the list of the most published authors in PP during the 1980s from PsychInfo and from the tables of contents of PP. We cross-tabulated these data with our list for the 1990s. The list of the top 10 most published authors of the past 20 years is presented in Table 4.

Table 4

Top 10 Most Published Authors in JAP and PP during the 1980s and 1990s combined.

Author Name	Current Affiliation	Total # of Pubs During '80s	Total # of Pubs. During '90s	Grand Total for '80s & '90s
Schmidt, Frank L.	University of Iowa	28	16	44
Hunter, John E.	Michigan State University	28	10	38
Sackett, Paul	University of Minnesota	16	19	35
Schmitt, Neal	Michigan State University	13	18	31
Murphy, Kevin R.	Colorado State University	17	10	27
Campion, Michael A.	Purdue University	8	13	21
Judge, Timothy A.	University of Iowa	0	20	20
Alexander, Ralph A.	—	14	5	19
Arvey, Richard D.	University of Minnesota	11	8	19
Latham, Gary	University of Toronto	14	5	19

Note: Numbers of papers published in *JAP* during the 1980s were obtained from Levine (1990). Numbers of papers published in *PP* during the 1980s were obtained from PsychINFO. Numbers of papers published in *JAP* and *PP* during the 1990s are from this study.

We salute these researchers for their publication accomplishments. However, it was disheartening for us to observe that of the top 10 researchers for the past 2 decades none is female (the top 20 included only one female, Ann Marie Ryan, with 18 publications). It was also sobering that across 20 years, only seven individuals were able to publish an average of one article a year in *JAP* and/or *PP*.

Tacking stock of individual research accomplishments is informative, but all such attempts are bound to be deficient in some way. For example, we considered productivity in the two journals where the proportion of SIOP member authors has traditionally been the largest. There are several other excellent journals that publish some work relevant to I-O psychology (e.g., *Academy of Management Journal*, *Academy of Management Review*, *Organizational Behavior and Human Decision Processes*). There are also the super-journals that once in a while publish outstanding I-O psychology work (e.g., *American Psychologist*, *Psychological Bulletin*). In another vein, although productivity and quality are positively correlated (Viswesvaran, 1993), we did not study quality or other indices such as impact ratings for the authors contributing to the I-O psychology literature during the past decade. Nevertheless, we hope that the data we presented are informative to the readers of *TIP*. We wish fellow I-O psychologists all the best in the coming first decade of the new millennium.

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Applicant-Faking Stories: Volume 1

Michael A. McDaniel
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In the last several years, there has been an increasing amount of research investigating the extent to which applicants fake on noncognitive tests, interviews, and other self-report measures. Research has also investigated whether the faking harms the validity, utility, and quality of selection decisions. Research is best reported at conferences and in journals. In this note, I would like to share three of my favorite faking stories.

A graduate student told me how an integrity test was used to screen applicants at a jewelry store where she worked. The store staff resented the integrity test rejecting applicants who the staff had already identified as acceptable for employment. To undermine the testing process, the store staff coached the applicants prior to the taking of the integrity test by telling them to answer consistent with this: "*You have never stolen anything. None of your friends or family members have ever stolen anything. You believe that stealing anything, no matter how small, is very bad behavior. You believe that if someone steals anything at work, no matter how small, the person should be fired and criminally prosecuted.*" No one who received this coaching ever failed the integrity test.

(LIMRA pay attention to this story!). Another graduate student worked for an insurance and investment company. Similar to the staff at the jewelry store, the employees at this branch office resented the test rejecting applicants they found acceptable. The staff administered the test to the applicants without any coaching. To undermine the testing process, however, the staff then destroyed the applicant's answer sheet and created a new answer sheet copying responses from the answer sheet of a past applicant who scored very well on the test. All applicants thus received the same very high score on the test.

The ABLE is a noncognitive battery developed to screen military applicants. Research on the ABLE has substantially advanced our understanding of noncognitive testing and its relation to job performance. Despite the tens of millions of dollars of taxpayer money spent on the ABLE's development and validation, the ABLE was never used operationally. A concern about applicant faking was one of the reasons the ABLE was not implemented. A Pentagon official explained to me that military recruiters are under substantial pressure to find qualified youth to join the military services. Some, perhaps most, recruiters would coach applicants on a noncognitive test. The recruiters would say something like this to an applicant: "*When taking the ABLE, think of a kid in high school who was well liked by both students and teachers, who received good grades and who was also active in sports and in school clubs. Answer the test like that kid would.*"

My favorite applicant-faking story was told to me by a Navy clinical psychologist and concerns a Marine, a polygraph, and a chicken. Colleagues with

better judgment than I have told that me that the story's content would probably be viewed as offensive by some *TIP* readers, and thus I do not include it.

If you have a favorite applicant faking-story that you would like to see in the next installment of "Applicant-Faking Stories," please send it to Mike McDaniel at MikeMcDaniel@vcu.org. Please indicate whether you would like your name cited as the contributor of the story.

Advertisement Strategies of Industrial-Organizational Psychologists

Michael Gasser
Adam Butler
Kelly Anderson
David Whitsett
Rowena Tan
University of Northern Iowa

Gasser, Whitsett, Mosley, Sullivan, Rogers, and Tan (1998) investigated how well known the profession of industrial-organizational psychologist (using several related titles) was to a sample of the general public, a sample of business majors, and a sample of other psychologists. For both the general public and business majors, the simple conclusion was that the profession of I-O psychologist was not well known. In fact, the majority of respondents in these two samples had never heard of our profession, and those that had were not very confident that they could describe what an I-O psychologist does.

This lack of recognition is a problem for our profession because most of the individuals that should utilize our services do not know that we exist, and the minority that have heard of our profession are hard-pressed to describe our training or the services we offer. The higher-ups in a company with a human resource problem certainly will not be running to the phone to call us if they have never heard of us. For the few leaders that have heard of I-O psychology, it will be hard for them to differentiate between us and those who use the generic term "business consultant," which may reflect any level of training, if they are not aware of the training and services of I-O psychologists. In addition, if employees had some sense of who we are and the training we have, then they might be more willing to cooperate with the interventions we try to initiate. These concerns result in an underutilization of I-O psychology when there are many human resource problems (which can affect an entire economy) that I-O psychologists are uniquely qualified to address. This lack of recognition not only hurts us, it hurts everyone.

So, we are not well known and this lack of recognition is a problem for our profession and the business world in general. An obvious means of rectifying this problem is to advertise our profession and the services we offer to prospective clients and to try to increase our name recognition with the general public. Are we actually doing this? Are we trying to advertise ourselves? Although this seems like the obvious thing to do, we suspect that I-O psychologists, are not actively pursuing this avenue. Have you ever observed any advertisement describing the training or services of an I-O psychologist (no matter how tasteful) in any medium that the public might witness? We haven't. Further, we are not aware of any surveys that directly examined how often I-O psychologists use various advertisement strategies. The purpose of this survey was to examine how often different types of advertisement strategies are used by I-O psychologists.

Method

A sample of I-O psychologists was interviewed over the phone by an undergraduate research assistant during the Fall semester of 1999. For this survey, 700 I-O psychologists were randomly selected from the 1998 SIOP membership directory. Only individuals that were listed as having completed the PhD were included in this group. Of the 700 called, 114 were contacted and 101 agreed to complete the survey.

The average age of this sample of psychologists was 46.26 years with a standard deviation of 9.89. Members of this sample ranged in age from 29 to 74 years. For primary place of employment, 35.6% reported that they worked in a university or college, 31.7% in a corporate organization, 7.9% in a government organization, 1% in a nonprofit organization, 13.9% in a consulting firm, 8.9% as private consultants and 1% in a research facility. The mean number of years since receiving the PhD for this sample was 15.34 with a standard deviation of 9.47. The longest time period reported since receiving the PhD was 47 years and the shortest was 2 years. For this sample, 67.3% were male.

Survey and Results

Each member of the sample completed the survey by phone. Participants were asked to estimate how often they had engaged in various activities in which they advertised the skills and services of I-O psychologists. For each question, the respondents used the following scale: 0 = *Never*, 1 = *Once in my career*, 2 = *Several times in my career*, 3 = *Once per year*, 4 = *Several times per year*, 5 = *Once per month*, 6 = *Several times per month*.

Each question and the percent of responses for each question are presented in Table 1.

Conclusions

1. For 17 of the 19 methods of advertisement we investigated in this survey, the majority of the sample responded that they had never used that method at any time in their career. In other words, the majority of respondents have never used the majority of advertisement activities we explored.

2. The two methods that have been used at least once by the majority of I-O psychologists responding to the survey were "a guest lecture for a business or management course at a college or junior college" and "informal one-on-one discussions." Using an informal, one-on-one discussion was the most commonly used means to convey information about the skills and services of I-O psychologists, with 93.1% of the sample using it at least once in their career. A one-on-one discussion is arguably one of the most inefficient means of conveying a message to large numbers of people.

3. The methods of mass advertisement typically used in our society—placing an advertisement in a newspaper, magazine, on radio or on television—were the least—used by I-O psychologists.

Table 1

Percent of Responses for Each Choice for Each Question

	Percent for Each Response						
Questions: Have you . . .	0	1	2	3	4	5	6
1. Given a guest lecture at a local chamber of commerce meeting where you discussed the skills and services of I-O psychologists?	77.2	8.9	8.9	2.0	3.0	0.0	0.0
2. Given a guest lecture for a business or management course at a high school where you discussed the skills and services of I-O psychologists?	83.2	8.9	3.0	2.0	3.0	0.0	0.0
3. Given a guest lecture for a business or management course at a college or community college where you discussed the skills and services of I-O psychologists?	33.7	17.8	21.8	10.9	6.9	0.0	8.9
4. Given a guest lecture at a meeting of a professional group (such as S.H.R.M. or A.S.T.D.) where you discussed the skills and services of I-O psychologists?	50.5	5.9	25.7	8.9	4.0	3.0	2.0
5. Given a guest lecture for a service club (such as Rotary or Kiwanis) where you discussed the skills and services of I-O psychologists?	89.1	6.9	2.0	1.0	1.0	0.0	0.0
6. Given a guest lecture at a corporate meeting or retreat in which you described the skills and services of I-O psychologists?	51.5	9.9	23.8	3.0	7.9	2.0	2.0
7. Described the skills and services of I-O psychologists during an informal one on one discussion?	6.9	0.0	5.9	5.9	27.7	14.9	38.6
8. Described the skills and services of I-O psychologists as an expert witness in a court of law?	72.3	11.9	9.9	3.0	3.0	0.0	0.0
9. Discussed the skills and services of I-O psychologists in a Career day for a High School or College?	77.2	6.9	8.9	5.9	1.0	0.0	0.0
10. Appeared on a radio program where you discussed the skills and services of I-O psychologists?	83.2	10.9	4.0	1.0	1.0	0.0	0.0
11. Appeared on a television program where you discussed the skills and services of I-O psychologists?	86.1	9.9	2.0	1.0	1.0	0.0	0.0
12. Given an interview or written an article for a newspaper where you discussed the skills and services of I-O psychologists?	69.3	12.9	15.8	0.0	1.0	1.0	0.0

13 Given an interview or written an article for a magazine where you discussed the skills and services of I-O psychologists?	79.2	8.9	7.9	1.0	3.0	0.0	0.0
14 Placed an informational advertisement describing the skills and services of I-O psychologists in a newspaper?	91.1	1.0	5.0	2.0	0.0	1.0	0.0
15 Placed an informational advertisement describing the skills and services of I-O psychologists in a magazine?	92.1	1.0	1.0	3.0	3.0	0.0	0.0
16 Placed an informational advertisement describing the skills and services of I-O psychologists on the internet?	81.2	7.9	4.0	4.0	0.0	1.0	2.0
17 Placed an informational advertisement describing the skills and services of I-O psychologists on radio?	98.0	1.0	0.0	0.0	0.0	0.0	.0
18 Placed an informational advertisement describing the skills and services of I-O psychologists on television?	98.0	0.0	2.0	0.0	0.0	0.0	0.0
19 Sent an informational brochure describing the skills and services of I-O psychologists to prospective clients?	64.4	0.0	12.9	2.0	5.9	3.0	11.9

James Farr (1997) questioned why there is "limited acceptance and understanding" of our profession in his presidential address for APA division 14. The results of this survey clearly suggest that one possible answer is a simple lack of promotion of ourselves and little effort to communicate our skills and services to the public. If we do not take the initiative to spread the word, then who will?

What To Do?

Simply put, perhaps we can engage in more of the methods of advertisement that seem to have been left alone. Although some of these strategies (such as TV or radio advertisement) may prove too expensive for the individual I-O psychologist, larger organizations of I-O psychologists may be able to afford these strategies to the mutual benefit of all. An empirical examination of the effectiveness of various advertisement strategies to determine their effectiveness would also be helpful. For example, despite their ease of use and relative low cost, informational brochures have never been used by 64.4% of the respondents in our survey. Are they effective? If so, then this is certainly a missed opportunity given the relatively small investment of resources required to use them. In future research, we are going to investigate the effectiveness of this strategy for conveying professional information to potential clients.

Finally, it would be worthwhile to hear from I-O psychologists who have more actively pursued advertisement, particularly those that used mass advertisement such as radio and TV. Even if no empirical data were collected, a case study describing the advertisement, its effect, and any problems experienced in its use, would be helpful. If we had some sense of how effective an advertisement strategy was and how expensive it was to use, then we would have some guidance about deciding how to promote our profession and ourselves.

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Living King's Dream: The Student Support Network, A 21st-Century Concept

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Students live in a diverse world. The university will need to provide students with the opportunities to rehearse what they will encounter in their everyday lives before and after graduation. Students, including all students of color and White students, need hands-on experience in college to practice working together. We can get along if we change the perceptions of who we are and how we can solve problems. Racial and ethnic conflict must become less relevant social forces, as an exchange for what is a fundamental human engagement. Students must learn to share responsibility for their environment. Martin Luther King's dream to "transform the dangling discord of our nation into a beautiful symphony of brotherhood…[and to] be able to work together, to pray together, and that we will one day live in a nation where we will not be judged by the color of our skin but by the content of our character," has to be put into practice in every fabric of the university.

The proliferation of cultural backgrounds on college campuses brings to the surface a variety of values, work ethics, and norms of behavior. How colleges define issues of diversity will impact all social life—life on the streets and life at work. Educational institutions have a social obligation and a unique opportunity to prepare their students for everyday experiences as well as to prepare them for vocations. University activities must shift their emphasis from just recruitment to enabling students to meet on common grounds of mutual effort and benefit. But how might the university prepare students for the everyday life that is integrated and that fulfills King's dream?

The university and the community should be used as a laboratory in which students can conduct and participate in real-life work. College and universities have several domains for working and learning, which are often segregated from one another: the classroom, residence halls, community service departments, and campus life organizations. Students must engage in community projects that utilize student life outside of the classroom to consciously and purposely bring students from diverse cultural backgrounds into activities that compel them to experience each other as persons. Students should also experience educational institutions as environments in which they engage one another daily. The real world is the university.

Since there will be changes in the social and cultural composition of the workforce, the university should become the site where opportunities are offered relevant to the kinds of social transformations expected in the next century. If these universities are able to offer some sort of continuity between contexts of vocation, students and educational institutions might continue to be in a life-long relationship of learning and re-tooling. The work lives of today's

students will include continued training, education, and development: therefore, students will need to see the relevance of a college education. Students need to practice how to utilize resources, develop resources, and solve social and technical problems in their communities.

As educators, we also need to create opportunities for all students (especially minority students) to involve them in the life of the university as they speak to each other about concerns specific to their own group and to the student population as a whole. We can offer all students the opportunity to empower themselves as associates in situations that bring them closer to the American creed: "We hold these truths to be self-evident that all men are created equal." Why not have students develop healthy work habits in a relatively risk-free environment, but not responsibility-free environment? It is in integrated work groups on college campuses that students might find truth in the American dream. For society, the experiments would not be a high risk; we could begin to eliminate the current enormous social, political, and economic costs by institutionally responding to the necessity of mediating the issues of diversity. At the university level, the usual investments in student programs (work-study) might increase slightly, but the effectiveness of these programs would increase.

To the contrary, if we do not utilize the university and all its potential to develop workers for the next century, the quality of life of our citizens will suffer. The quality of life at work and in communities is what the university must have as an essential mission. Education must be liberal in action. We can encourage healthier intergroup relations by placing students in situations in which they will encounter one another as peers and workers on a daily basis. Developing a student support network, which utilizes work-study and volunteer activities, is fundamental for initiating student engagement with the university and the surrounding community. Within this network, students assume leadership roles, and are encouraged to propose, develop, and facilitate programs and activities. This organizational design is conducive for students to add value to their work, and to become more familiar with one another (culturally, ethnically, and racially).

We all know that working together is an old idea that brings about community: barn-raising, knitting circles, and small groups that work together for short periods at conferences to share and receive information. A student support network socializes students by becoming a mirror of citizenship. The student support network has the capacity to deliver experiences that make connections between the practical conduct of life at work. Students within the student support network are allowed to experiment with the appropriate skills and knowledge to respond well to diversity issues which may interfere with work. Students also benefit from mutual support while building on- and off-campus communities. Such support is instrumental for students to learn what community efforts entail and to experience the joys of being citizens together.

Diversity must be an essential business of the university and its minority affairs efforts for the next century. A fundamental mission of the university must include opportunities for students to practice what they must know to engage in ethnic and cultural diversity in the neighborhood and in the workplace. It is becoming clear that today's students are already in a diverse world, but many institutions of learning are unaware of these demographic changes or they are not sure what measures to take in managing the diversity on their campuses. Many minority affairs offices on college and university campuses continue to strive towards implementing Martin Luther King's dream of inclusion; yet their mission statements do not fully represent the demographics of today's campuses. There is no longer, if there ever was, a culturally homogeneous Black, Asian, Native American, or Latino(a) group. The issue of living and working together is still a primary social problem; in fact, it is essential for a healthy society.

In the 21st Century, no one will be an island unto himself. The workforce of the year 2000 will consist primarily of minorities, women, older age groups, immigrants, and an increasing gap between workers with advanced education and those workers who can barely read or write. Demographers argue that the workforce of the future will greatly differ from the workforce of the past in that, until recently, White males made up the dominant work group and Blacks and Latinos were the only visible ethnic groups. The new workforce will reflect a wide variety of Asian cultures, a mixture of Middle Eastern and Arab cultures; women, Latinos, and Blacks will represent the fastest growing minority groups in the United States. Students today reflect much of the demographics. Graduates will work in a different milieu than many students in previous decades in the United States. Leaders will be required to be more attentive to previously ignored issues of difference. Thus, our students will need opportunities to rehearse what they will encounter at work.

As gatekeepers, we have the social responsibility within the minority community to shepherd all minority students through a process where there are adequate opportunities for counseling, advising, academic assistance, employment, and space and time for gathering together to dialogue and develop citizenship. We should also make it our duty to create a safe place on campus for all students to freely explore and experience who they are in relation to one another. Through a student support network, minority and nonminority students will be able to co-create a learning and living environment that supports and promotes tolerance and acceptance of their differences.

As we move into the 21st Century, we will need all levels of society to respond to issues of diversity. The work activity of the student should become the model in which students can shape, define, refine, and continue to discover ways to explore their notions of race relations, leadership, team work, citizenship, and community building.

If you are interested in discussing these ideas further, please e-mail me at nachey@email.msn.com or nachey@msn.com.

John Broadus Watson, I-O Psychologist

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John B. Watson (1878-1958) was one of the most well known early psychologists whose work and professional relationships spanned the field from comparative psychology (e.g. Watson, 1908a, 1909b; Watson & Lashley, 1915), experimental psychology (e.g. Watson 1907), sensory psychology (Watson, 1909a) to behavioral psychology (Watson & Rayner, 1920). Indeed, the terms "behavioral" and "experimental" are often used to describe Watson and his work, and they have overshadowed his contributions to I-O psychology. Thus, it may surprise many to find that Watson was involved in applied psychological research throughout most of his life, but his contributions to the field of I-O psychology have often been overlooked despite the fact that many of his ideas endure today.

Watson's career in advertising is usually discussed in relation to his applied psychology work, but what may be most unexpected about Watson's work in applied psychology is that it did not inspire the current behavior analytic consumer psychology literature with active research programs in classical conditioning (e.g. Tom, 1995) and operant conditioning (e.g. Lindsley, 1962; Foxall 1994). Although his best-known applied work was in advertising, it was his accomplishments in personnel selection and management that continue to have an effect today. In this paper we present Watson's largely unknown contributions to I-O psychology, especially in personnel selection, with the majority of this research garnered from documents that contain many of Watson's original writings from the Watson files in the Library of Congress.

Tenor of the Times: Applied Psychology in the Air (1918-1923)

Like many other early 20th century psychologists such as Walter VanDyke Bingham, James McKeen Cattell, and Walter Dill Scott, Watson was interested in applied psychological work as part of a new generation of professionals who came of age around the turn of the century and soon discovered that the problems created by an expanding industrial economy created opportunities for those who could offer solutions to the problems. While at Carnegie Institute of Technology, Bingham headed the Division of Applied Psychology where he developed a program for local businessmen for training sales representatives, and Cattell formed the Psychological Corporation, of which Watson was one of the original members (Landy, 1997). Scott (1903) went on to write a book on advertising and shifted his concentration to a more comprehensive scope of business psychology. Finally, WWI produced a well-defined role for applied psychology with the use of the Army Alpha and Beta intelligence tests. In response to the demand for the types of psychological services provided by the

Army intelligence tests. Scott created the Scott Company, which included Watson, Bingham, Robert Yerkes, and E. L. Thorndike.

Major Watson (1917-1919)

During WWI, Watson was also among a group of scientists and engineers on the National Research Council (NRC), which was designed to coordinate research in all branches of science. In addition, a second organization, the Committee on Classification of Personnel in the Army (CCPA), was also formed and it was under the auspices of the CCPA that many psychologists served in the war.

As a Major in the U.S. Army during WWI, Watson furthered his reputation as an applied psychologist by devising a number of perceptual and motor tests for would-be pilots, investigating how the pilots reacted to oxygen deprivation that existed at high flying altitudes (Cohen, 1979) and gathering data for the development of selection tests for American flight officers.

Indeed, Watson played a significant role in the personnel selection testing in WWI. He was seen as a key figure in the effort to mobilize psychology for the purpose of the war and was an early proponent of using specific tests to select and classify military personnel (Buckley, 1989). Because the forces had to be rapidly deployed, Watson championed the use of scientifically developed personnel selection tests for classification and assignment of recruits, as well as for providing a basis for proper training for the war.

Professor Watson (1908-1920)

At age 29, Watson was offered a full professorship at Johns Hopkins University and joined the faculty in 1908, after 8 years at the University of Chicago. His responsibilities at Johns Hopkins soon accelerated as the then head of the department, James Baldwin, resigned due to a sex scandal and Watson took his place. At age 31, Watson became the director of psychology at this major research institution and also the editor of *Psychological Review*. In an undated letter to the Furman University (his alma mater) Psychology Club, Watson described the situation:

> A few weeks after I began work at Johns Hopkins, Prof. James Mark Baldwin came into my office and said, "I'm leaving now for the University of Mexico. You are now the new editor of the *Psychological Review*." I was aghast. The *Psychological Review* was the official organ of the American Psychological Association. I was about as well prepared to undertake this work as I was to swim the English Channel. More manuscripts poured in than we could publish. I must have made a lot of enemies by refusing many articles, some possibly quite as good as those accepted. But the magazine prospered. Prospered to such an extent that it was thought best to add the *Journal of Experimental Psychology*.

In 1913, Watson revealed his ideas about behaviorism at a lecture at Columbia University and subsequently was elected president of the American Psychological Association in 1916.

It was also during this time at Johns Hopkins that Watson began to look beyond academia for opportunities in the applied field. In 1916, he worked with the Baltimore and Ohio Railroad, and acted as a consultant for a life insurance firm. He also brought the applied world to academia by offering a course on the "Psychology of Advertising," at Johns Hopkins University in which he instructed future managers in the importance of applied psychology, while showing the academic officials how psychology could provide useful services to the business community (Buckley, 1982). In 1919, Watson was given a $6,600 grant by the U.S. Interdepartmental Social Hygiene Board to examine the educational effects of a motion picture campaign against venereal diseases (VD). Before the American soldiers left for Europe, the anti-VD movies were shown to warn them of the dangers of prostitutes. Through the use of questionnaires and personal interviews, Watson and Karl Lashley studied the effectiveness of the films (Lashley & Watson, undated). In 1920, Watson established an "Industrial Service Corporation" with Dr. Edward Magruder, a Baltimore physician, which provided personnel selection and management services. With Magruder's help, Watson created a program at Johns Hopkins to train PhD students to work in industrial psychology. However, Watson was forced to resign from Johns Hopkins before the doctoral program began and in the next year, Watson's departure from Johns Hopkins sealed the program's demise (Buckley, 1994).

Life After Academia (1920-1935)

In 1920, Watson's future at Johns Hopkins was virtually guaranteed. He had achieved international recognition in the field of psychology, and Johns Hopkins' President Frank Goodnow took great pains to keep Watson, including a substantial salary increase (Buckley, 1982). However, Watson soon found himself in the middle of a divorce scandal that cost him his job.

Watson did not have any doubts that he would find a job in a business setting, and was introduced to the J. Walter Thompson advertising agency in New York by his friend, sociologist William Thomas (Buckley, 1982). At the time, the national advertising industry was growing due to the development of a system of industrial production that was starting to distribute goods and services on a national scale. Because of the tremendous growth of products and services, advertisers looked to psychology for guidance in facilitating the distribution and marketing process. The J. Walter Thompson Agency was im-

pressed with Watson's credentials in applied techniques as well as his reputation and promptly hired him.

"Advertising Man" (1920-1935)

When Watson first left academics and joined J. Walter Thompson, he claimed he wanted to become an "honest-to-goodness working advertising man" (Watson, 1922b, p. 3). His vision was clearly realized, as one of his first assignments was traveling door to door from Illinois to New Orleans to study the rubber boot market. This experience convinced him that marketing goods depended not upon an appeal to reason but upon emotional conditioning and stimulation of desire, a parallel to the contemporary concepts of central route versus peripheral routes of persuasion (e.g. Petty, Cacioppo, & Schumann, 1983). To assure a reaction from the consumer, Watson instructed advertisers to "...tell him something that will tie him up with fear, something that will stir up a mild rage, that will call out an affectionate or love response, or strike at a deep psychological or habit need." (Watson, cited in Buckley, 1982, p. 212).

Watson placed a major emphasis on empirical marketing research by stressing the importance of knowing the consumer through scientific study. In a presentation to a graduating class of R. H. Macy Co. executives, Watson (1922b, p.3) stated, "The consumer is to the manufacturer, the department stores and the advertising agencies, what the green frog is to the physiologist." His analogy of the customer and the green frog illustrates how Watson saw the marketplace as a laboratory for the advertising industry and how the consumer was akin to the experimental subject whose behavior was deliberately controlled by the advertiser. Watson was convinced that to know anything about the consumer, one would have to "dissect" the consumer until it was known what he wanted and needed, and only then could the marketer properly provide a product.

One example of Watson's brand of marketing research was a cigarette study in which he empirically tested subjects' reactions to smoking different cigarettes without knowing which brand they were smoking. By shielding cigarettes behind cardboard screens, the subjects were unable to distinguish the different cigarette brands, even when they were exposed to the different brands beforehand (Watson, 1922a). Thus, in the early 1920s, Watson was delving into brand loyalty, a concept that is still studied in contemporary advertising research (Yin & Kannan, 1999).

In an analysis of Watson's advertisements developed for Pond's facial cream, Coon (1994) identified three common features: evoking emotion rather than cognition, providing specific instructions for using the product, and employing direct testimonials. Testimonials had long been used by manufacturers of patent medicines and were generally held in low esteem by most advertisers. However, under Watson's direction, the Thompson agency revived testimonial advertising, which sparked a re-evaluation of testimonials by the industry. Some of Watson's direct testimonials linked the product with an appeal to authority or

a desire for emulation. But it was through indirect testimonials that employed symbols to stimulate responses of fear, rage, and love that Watson illustrated how brand appeal depended on factors other than usefulness or product reliability.

Today Watson's impact in the field of advertising is readily apparent. For example, direct testimonials are seen in many of the same women's magazines in which Watson's ads once appeared. Advertisements are filled with images of various celebrities and attractive models endorsing products such as cosmetics, clothing, and even watches. These testimonial advertisements are promoting not just products, but also beauty and status that come along with applying the cosmetics or wearing the clothing.

Personality (Selection) Plus (1920-1935)

Watson sought to expand his role in applied psychology by working in personnel selection and personnel management. He trained salesmen, measured the performance of office workers, and plotted the curve of office production, all of which raised the efficiency of the workplace. He emphasized the management of employees through behavioral techniques and considered most personnel selection tests as rough screening devices. Not that Watson was against testing for selection purposes per se, but that he felt that "mental tests" were not enough to successfully select employees, as he wrote in the *J. Walter Thompson News Bulletin*:

> Unfortunately, there are many vocations in life in which no form of testing is applicable. Who would attempt today to pick out by any form of general intelligence or special performance tests a good business executive—a good newspaper man—the proper material to make an advertising man—a good department store buyer...(Watson, 1927, p. 9).

Watson was one of the first proponents of personality testing for personnel selection. In the case of sales, he felt that there was too much "barehanded selling" (Watson, 1935) and too little selection of salesmen in terms of being versatile and interesting conversationalists. In order to create a successful salesman, Watson instructed managers to bring out the personality of each member of the sales force, instead of focusing on the actual sales aspect of the job, because essentially it was the personality of the individual that would eventually make the sale. His ideas anticipated current work in matching the personality of the individual with the dynamics of a job (e.g., Hogan, Hogan, & Roberts, 1996). Watson explained his position in a speech given to a Macy's graduating class in 1922:

> But business is not run by the individuals that such tests can at present select for us. Even within the field in which they

> are accurate other factors enter in. I want to know more about an individual than his rating on speed and accuracy in typewriting and filing, and the like, or his ability to drive a truck or a car or a delivery wagon. I want to know whether he is honest, whether he will lie before he will confess a weakness and take a reprimand, whether he is neat, whether he is faithful and loyal, whether he keeps his good nature under exasperating conditions, whether he is given to emotional outbursts, whether he can get along with his fellow employee.

Watson further commented that there was not a "mental test" that would be able to detect

> Whether or not a man is a liar—whether he is able to work in cooperation with other individuals and the like. I believe that more people fall down from these so-called emotional factors than from lack of "intelligence" or lack of "special ability" (Watson, 1927, p.10).

Deception in personnel selection has received a lot of attention in the selection realm recently (Frei, Snell, McDaniel, & Griffith, 1998; Ones, Viswesvaran, Reiss, 1996), however, Watson was raising this issue in the 1920s. He advocated a more precise form of selecting employees for specific positions, stating that while psychological tests may help to separate the qualified applicants from the nonqualified applicants, it does not give much of an indication about how to make the individual selections from the group of qualified applicants (Watson, 1927).

Watson also held that in order to be successful in business, one had to be able to speak of things other than business. In a *Psychological Review* paper, Watson wrote,

> Oftentimes it is more important for the business man to talk golf, hunting, fishing and the like than to be able to exhibit proficiency in them. He can always refuse to go golfing, hunting or fishing when his lack of manual skill is not equal to his verbal performance, but he cannot refuse to talk about the technical point of these avocations and stay in the athletic group (Watson, 1924, p. 273).

This is in essence an extension of impression management in organizations (Zerbe & Paulhus, 1987). Watson went one step further in stressing how to

become a better salesman by changing one's personality to get along with others as he stated,

> If I can get this idea across to you of studying yourself, inventorying yourself as you would a business, writing a description of yourself, shortly you would get into a position to turn loose on the . . . fellow you do business with . . . it is getting yourself in a position where you can predict the other fellow's behavior that puts you in command in a selling situation (Watson, 1934, p. 3).

Perhaps his most empathic example of this point is the title of one of his popular magazine pieces, "If You're a Failure, Change Your Personality" (although the publication title and year are not clear in the Library of Congress copy, from the Don Wootton drawing accompanying the article, it appears that the article might have run in *The New Yorker*).

Conclusion

Watson was one of the most prominent psychologist scientist/practitioners of his era, writing on applied psychology for academic journals, business publications, and popular magazines; however, much of this work is overshadowed by his earlier prominence in experimental psychology and behaviorism. While his most well-known applied work is in the area of advertising and marketing research, Watson, unbeknownst to most, was active in the "I" side of things and a proponent of personnel selection and testing in the workplace. Even as early as the 1920s, Watson anticipated many of our contemporary ideas, taking the scientist/practitioner role beyond the laboratory and generalizing his findings to the world of work. In advertising, he studied such concepts as brand loyalty and the central and peripheral route to persuasion, decades before they became industry standards. He pioneered much of the work in selecting successful sales people and argued for personality testing in personnel selection before "The Big Five" were introduced to contemporary research. Finally, Watson, like many of his contemporaries, saw "applied" (now I-O) psychology as an integral part of psychology, moving easily between the laboratory and the field and using seemingly disparate techniques, theories, and insights learned in one to inform work in the other. This may be perhaps his lasting legacy, an eloquent testimony that there are few things more useful than a well-trained experimental psychologist.

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1999–2000

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Practice Network:
I-O, I-O…Oh, No!! It's Off to HR I Go!

Michael M. Harris
University of Missouri St. Louis

By the time you are reading this, spring will be quite close, if not already here. Meanwhile, it reached 51 degrees in St. Louis yesterday and the weather forecasters predict 60 degrees in a couple of days. And not far behind, if it hasn't happened already, is Opening Day for, yes, BASEBALL! To add to the misery of winter, I had to suffer through story after story about football and the Rams. Oops, I just remembered this column is about I-O psychology, or is it? If you noticed the title of this column, it is really about I-O psychologists playing in different positions, namely, Human Resource Management (HRM). So, what has prompted me, you wonder, to write a column about I-O psychologists who venture into HRM positions? There are several reasons. First, and most importantly, the need to fill **Practice Network** with something that readers might look at. Second, natural curiosity. Third, further help from friends and acquaintances who ask me why a psychologist would teach in a business school.

Before I continue, however, I would like to point out that **Tom Baker**, the founder of, and former columnist for, **Practice Network (PN)** is making a "cameo appearance" in this column as a respondent. Tom and I have continued to communicate about matters big and small since his "retirement" from PN, and he was willing to share his insights with me regarding this month's topic. I am pleased to inform you that Tom and I spent some time together last fall at his home in Ohio. While I was elated to find that there is life after PN, I am afraid that it is not quite as exciting. Fortunately, Tom keeps quite busy in his job and has managed to fill those free hours with productive tasks!

That being said, I contacted Tom and three other I-O psychologists who have moved into HRM positions. I asked them the following questions:

What are the key differences between I-O psychology and HRM?
What led you to move into an HRM position?
What are the pros and cons of an I-O versus an HRM position?
What have you learned as a result of your move into HRM?

Key Differences Between I-O Psychology and HRM

Before I share the responses I received to this question, I think it is interesting to note that SIOP views (in brief) the work of I-O practitioners as "develop[ing] scientific knowledge and apply[ing] it to the solution of problems at work" (see: www.siop.org/*TIP*/SIOP/brochure.html). Compare this to the Society of Human Resource Management's (SHRM) explanation of the goal of HRM, which is to help "organizations to meet their strategic goals by attracting and retaining qualified employees, and managing them effectively

while ensuring that the organization complies with all appropriate labor laws" (see: www.shrm.org/students/careers.html#hrm). One obvious difference concerns the focus—the SIOP definition focuses on problems at work, while the HRM goal focuses on an organization's strategic goals. The SIOP approach reads like a goal of a psychologist, while the SHRM perspective reads like a goal developed by a businessperson.

So, what did my respondents say? Several interesting differences emerged.

Transactional versus project-based work. HRM work is primarily transactional in nature. That is, decisions are made and actions are taken on a regular basis. I-O work is primarily project-based whereby procedures and practices are designed and implemented. This difference has a number of implications, particularly the one described next.

Fire-fighting versus strategic. I was somewhat surprised to learn that HRM work was characterized more by "fire-fighting" tasks, while I-O work was characterized as being more "strategic" in nature. Of course, that is in part due to the transactional basis of HRM work versus the project nature of I-O work. As one respondent nevertheless indicated, while a great deal of HRM work may be "fire fighting," it is critical that one keep a "strategic perspective." I kept wondering how I-O projects could be characterized as being "strategic." I think the answer is found in the next distinction: breadth versus depth.

Breadth versus depth. This is my own term to express a distinction made by several respondents. The HRM approach aims for breadth; the I-O approach focuses on depth. Instead of the term "breadth," one could use the term "systemic." But I'm not sure what term to use for the opposite of "systemic." The thesaurus that comes as part of WORD97 provided only one antonym for systematic: narrow. But I do not think that "narrow" really conveys the complete meaning of a non-systemic approach. Thus, the expression breadth versus depth. To illustrate the difference in approaches, consider an organization that is having difficulty retaining employees. The I-O psychologist may focus on a highly sophisticated examination of a smaller set of explanations (e.g., poor selection practices or perhaps unsatisfyingwork); the HR manager may consider a less sophisticated, but wider array, of *interconnected* possibilities (e.g., poor compensation leading to relatively inexperienced applicants who view the job as an chance to gain experience and move to another company).

Degree of training. One respondent pointed out that HR staff typically have a lower level of education (i.e., very few have a PhD) and often come from different fields (i.e., many are not from an HR educational or career background). I-O psychologists, by comparison, have a higher level of education (e.g., either a master's degree or PhD) and have a far more homogenous educational background. One implication is that the I-O psychologist who has switched to an HRM function is likely to work with peers who are much different in background and perspective than would be encountered in other settings (e.g., a consulting firm).

Moving from I-O to HRM

Each of my respondents provided somewhat different, and often multiple, reasons for moving from an I-O position to an HRM position. At the risk of oversimplifying, I will divide these reasons into two categories: nature of the work and pay/job opportunities.

Nature of the work. A key reason for moving to an HRM position was to be able to have a significant amount of influence with senior management when major decisions are being made. The implication, of course, is that most I-O psychologists have a limited effect on major decisions in their organizations. A second key reason was to have more direct contact with line managers on an ongoing basis. This also makes good sense to me; from my experience, some I-O psychologists really enjoy contact with line managers, while others seem somewhat less interested in that aspect of the job. A third reason offered was the desire for more direct involvement in business decisions. Recalling my earlier statement, it is noteworthy that one apparently significant difference between I-O and HRM is that the former focuses on "problems at work" while the latter focuses on strategic goals. Related to several of these points, it was observed that the I-O psychologist may recommend a new program or practice, but generally does not get involved in implementing the new program or practice. At least one respondent enjoyed the opportunity to implement as well as recommend and develop new programs and practices.

Pay/Job opportunities. One reason for moving to an HRM position that at first surprised me was the opportunity to earn a much higher salary. But, after all, isn't that a primary reason some I-O psychologists in academia have joined business schools instead of psychology departments? Not that I know anyone in that category! A second reason was that, as one respondent observed, I-O psychologists have limited promotion opportunities as a member of an organization (with the exception of consulting firms of course). The only way to move up (and still stay in a related field), then, is to move into an HRM position. Third, given the number of I-O positions and given the number of HRM positions, one respondent observed that there are simply many more job opportunities in the latter field.

Finally, one of my respondents moved into an HRM position quite accidentally. Specifically, this person's organization was being downsized, and with the elimination of the position of I-O psychologist, a decision was made to accept a job in HRM.

Pros and Cons of HRM Versus I-O Jobs

My respondents offered some interesting information in regards to the pros and cons of HRM and I-O jobs and clearly there are pros and cons to both types

of positions. I'll focus on the advantages of an HRM position first. One particularly astute observation was that I-O psychology does not closely correspond with a particular function in most organizations, while HR does. If nothing else, I would expect that practically every line manager would have some understanding of what an HRM manager does. The same line manager, however, may have little or no understanding of what an I-O psychologist does or what functional area he or she works for. It may be more difficult therefore for a line manager to understand how the I-O psychologist contributes to an organization's mission. Another perceived advantage of HR was the greater focus on financial considerations, as compared to I-O. Now, when I countered that I-O psychologists have developed utility analysis, my respondent argued that practicing I-O psychologists generally do not use utility analysis in their work. Here, readers, I could use some input from you. Are you being asked to apply utility analysis or some kind of cost-benefit analysis in your work? Why or why not?

In sum, the implication of the above comments is that I-O psychology may not be perceived as a business necessity, while HRM will generally be viewed as a necessary, even if "evil," function.

Before you, the reader, begin applying for an HRM job, I can assure you that the HR manager's job is not just about winning division titles and breaking home run records (remember, baseball season is around the corner). In line with my previous comments, my respondents felt that there was a considerable amount of fire fighting and far less "strategic orientation" than they would like. If you think that I-O psychologists, then, have limited time to reflect and make well-thought-out and thorough decisions, it appears that HRM staff are even more pressed for time. As one respondent observed, the HRM manager may not be able to "follow the book" and may not always be able to implement the best solution. Furthermore, one respondent emphasized that HR staff are stretched "thinner and thinner" as companies continue to reduce the size of their HR staff and in some instances introduce Internet Web pages as replacements. As pointed out in a recent *Wall Street Journal* article, some organizations are moving away from the traditional 1:100 ratio of HR staff to employees and closer to a 1:500 or 1:600 ratio, as more services are provided via the Internet (Work Week, 1999).

To summarize, I would suggest that much depends on one's individual preferences and competencies. For those who prefer to remain specialists, focus on highly specific solutions, and enjoy more of a project-orientation to work, the I-O position may be best. For others, who prefer to interact regularly with line managers, participate with top executives in making key decisions, and enjoy the novelty of facing new questions and issues on a daily basis, an HRM position may be more enjoyable. I turn now to a description of "lessons learned."

Lessons Learned from Being in HRM: What They Don't Teach You in Graduate School

My respondents offered a number of different lessons learned, which I have divided into three broad categories as follows.

Basic business competencies. There was a strong feeling that the I-O psychologist who moves into an HRM position has much to learn in the business field. This includes such topics as finance, operations, and political savvy. The most interesting comment I received was that the respondent learned how to be more "thick skinned." My sense is that if you are going to be more involved in "fighting fires," you are likely to be singed more often than someone who does not put out fires on a daily basis!

New content-related information. I keep this separate from basic business competencies to point out that there are content-related areas that I-O psychologists must learn in order to become effective HRM managers. One respondent mentioned compensation; another area mentioned was attorney-client privilege. Clearly, if an I-O psychologist is to be successful as an HRM manager, there is more to learn.

I-O psychology is still valuable in the HRM role. Before you throw away all of your I-O journals and books, I should point out that no one indicated that their training as I-O psychologists had been a waste of time. On the contrary, two of my respondents emphasized just how valuable their training as an I-O psychologist had been and that they had many opportunities to make use of their training in such areas as motivating employees and making effective decisions. My feeling is that I-O psychology served as a useful discipline for all of my respondents, although they experienced areas for which they had to obtain further training. But in any field that is changing, including I-O psychology, isn't continuous learning necessary in order for one to stay current?

Conclusion

Well, I certainly hope some of my comments have gotten on the "scoreboard" with you (I will attempt to use a different metaphor for the next column!). Please don't try to hit me with any e-tomatoes or e-eggs. But I do hope to hear back from you about some of these comments or conclusions. Please e-mail me at mharris@umsl.edu, call (314-516-6280), fax (314-516-6420), or snail-mail me, Michael Harris, School of Business Administration, University of Missouri-St. Louis, St. Louis, MO 63121.

I would like to thank the following individuals for their help in preparing this column: **Tom Baker**, EGS-Electrical Division of Emerson Electric; **Shawn Hughes**, XTRA Lease; **Kalen Pieper**, Bristol-Myers Squibb; **Pam Waits**, Mileage Plus, Inc.

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TIP-TOPics for Students

Kim Hoffman
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April is upon us which means, even as you read this, you are probably on a plane (or in a car) to New Orleans to attend the 2000 SIOP Conference. This conference should be even better than the last because there will inevitably be more attendees and infinitely more ways to "go out on the town," err, I mean broaden your intellectual and professional horizons. The conference is a perfect time and place to meet other students with whom you can commiserate. All joking aside, I do hope you take opportunities to meet students from other programs. Instead of only going to dinner with people from your program, take some risks and invite several people from several different programs to go out to have coffee, dinner, or drinks. Personally, I am looking forward to meeting some of you with whom I have corresponded, and trading stories with those of you I have not. Reminiscent of last year's fish bowls and in the spirit of fun, look for announcements concerning the when and where of a "Grad Student Night Out" posted around the conference. However you do it, don't be shy; go forth and make yourself known to the (I-O) world.

Also, take the chance to speak with those "names" you have seen on your articles and in your texts. They are people too, and probably would be delighted to discuss the merits of their latest research endeavors or share some wisdom about the state of practice. You'll never know until you try, and life without risk is just routine (to be trite). In fact, I have heard from trusted sources that all of us will have the opportunity to meet and speak with several members of SIOP's Executive Committee during the conference.

Even more exciting is the fact that this event has been set up specifically to foster a conversation between Student Affiliates and full members concerning the role of students in the future of SIOP. Calling all Student Affiliates—here is your chance to be more involved at the "grass roots" level with the inner workings of our society. The Executive Committee is interested in hearing your ideas, suggestions, and comments about how to more formally integrate and involve student affiliates in supporting and advancing the Society. Again, don't be shy (or apathetic); come to this discussion and show the members that we, the students, are committed to the profession and are eager to help achieve the goals of SIOP. Could it be that we are on our way to the vision shared of a SIOP Student Network shared in the January 2000 **TIP-TOPics** column (see **Making the Right Connections**)?

With all of that said, let me introduce the segments for this issue. In **Meeting of the Minds–Scientist and Practitioner**, questions are raised surrounding the customers of research and practice, including: Who are the customers? Are we reaching all the audiences we would like to? And do science and practice have different customers? While I make no claims to having any answers or even meaningful insight, perhaps this segment may be a springboard for

discussion in your courses, research meetings, or late-night musings. In the next segment, a group of students from Indiana University-Purdue University, Indianapolis (IUPUI), share the strategies they have used to assist in the professional development of their graduates. Perhaps you will be inspired to help implement one or more of these ideas in your department. Lastly, in **TIPs for Balancing Life and Graduate School**, I encourage all of you to be wild and crazy, throw caution to the wind and put some spontaneity back into your life. Road trip, anyone? Hey, if you have better ideas, feel free to send 'em in (my resources are drying up and I'll have to start recycling soon!! HELP!). Be certain to grab me during the conference and tell me what you think about **TIP-TOPics** (but remember what your mother told you, if you don't have anything nice to say, don't say anything at all) or just share some good ol' grad school experiences.

Meeting of the Minds–Scientist and Practitioner: *Who are the "Customers" of I-O Psychology?*

This segment marks another exploration into the complexities of the S-P model. In a field committed to following a dual model, the evolution of both the science and practice are dependent on its "apprentices." Consequently, it is imperative for students (us) to dissect, analyze, question, strengthen, and develop the principles upon which it rests. That is a fancy way of saying, "Hey folks, part of training involves thinking about how our field operates, including the strengths and weaknesses, and figuring out ways (now) to address those issues that are likely to 'hassle' us in our professional careers."

In contrast to the first segment on this topic, the opinions and comments of full-fledged (and degreed) professionals in both academia and practice are not offered within. Consequently, the following disclaimer is offered. The rantings, ramblings, reflections, and propositions expressed in this piece are purely my own and therefore do not necessarily have much credibility. They are offered solely to stimulate conversations and possibly insights on the matter. And, of course, following in that vein, I do not offer any definitive answers on the subject. That, my fellow students, is the task at hand for each of us individually and collectively.

To the crux of the matter, the issue for this segment is: Who are the customers of I-O psychology? Improved customer service, customer-centered focus, and all the other synonyms by which this concept masquerades, seem to be the latest trends in business. And, why should I-O psychology be left out of this latest revolution? In other words, shouldn't we also be concerned with identifying our customers and providing the best customer service? But wait, the true reason businesses are so concerned with their customers is probably not a sudden urge to be humanistic or altruistic but rather because in this era of unlimited choice, customers are life. Customers/consumers provide the resources by which companies become viable, grow, expand, and endure. Without them, companies, businesses, markets, and industries simply cease to exist. Consequently, knowing who your customers are and providing "services" to meet their needs is vital to any and all organizations, including our own.

Back to the question: Who are the customers of I-O psychology? At first glance, that question may seem easy to answer. However, if you ponder the issue for a while longer, you may find more questions than answers. More specifically, are there different consumers of the science versus the practice of I-O psychology? If yes, then how can we "serve" both at the same time, assuming they have differing needs and challenges? Within practice, are the customers those who control the purse strings? Or are the true customers those who we hope benefit from our work? Within academia, are the consumers of scientific knowledge other academics who have the same educational background as us, or are they others within fields such as management, human resources, OB or even John Q. Public?

This issue is not a new one—indeed the motivation for my musings originated with an article in the July 1999 *TIP*, **Dateline 2020: A Look Back at I-O at the Turn of the Millennium** in which Marc Berwald postulated that in the year 2020 practitioners and academics would be working together with their "customers" to solve the daily problems of organizations and that a new "journal" would emerge in which information could be disseminated to those who actually could (and should) use it. In an earlier correspondence for the October 1999 **TIP-TOPics, Drs. Joyce** and **Robert Hogan** suggested that academics and practitioners differ in the audiences to which they play. Specifically, the problems which they each address and the products they produce come from and flow to different sources. And, of course, this issue has come up, albeit in subtle ways, in various courses including ethics, which ask, "Who exactly does the data belong to?"

More specifically, in practice, it is easy to assume that the customers are the management/executive types who hire us and pay our fees. This limited perspective may be one reason that I-O psychologists have been criticized (both from within and without our field) for taking a "management" perspective, rather than concentrating on fulfilling the "true" needs of employees and society at large. Perhaps, our "customers" should also include those employees whose circumstances we purport to enhance. Is it possible to satisfy the needs and desires of both management customers and employee customers? Assuming those needs are at odds, how can we fulfill our moral and professional obligations to both groups? Although, I simply raise the questions and have no means or intention of providing answers in this space, I urge you to go beyond the boundaries of conventional thinking on this topic and view the problem from a multitude of perspectives. The answer is likely to involve considerations of the values which you bring to the profession as well as your perception of the goals of our field, not to mention the opinions of countless others who have wrestled with these questions before us.

In addition, we could view our customers as all organizations and employees within them whether we are hired for service or not. For example, despite the vast job market for I-O types, too many executives, managers, and employees do not understand, know about, or have ever heard of I-O psychology. Of those who do, I am willing to bet that a great number of them do not understand the difference between a management consultant who has an MBA degree and an I-O psychologist with a PhD (or master's), for example. Although both may provide "good service," there is a difference of which our customers should be aware. I contend that part of our job is to educate the business world about the services and benefits that I-O types can provide and which others in related fields may not. In this regard, those who hire us, at least, may be able to make more informed decisions.

Several discussions in a course I took revolved around the topic of customers, particularly as it pertained to academic settings. Although this did not necessarily reflect the opinion of the instructor, he explained that given the nature of the reward system (number of publications) in academia, the customers of our research are often viewed as other I-O psychologists. In fact, there seems to be some disagreement as to whether I-O research is even intended for practitioners or merely only for other academics.

Also, there is no formal reward for publishing in trade journals to explain research findings in a format and language which managers and employees can understand. The consequences of this seem to be minimal articles appearing in journals or sources which managers, employees ,or professionals in related fields are likely to read. The question is: Is our research only meant to be shared with other academics? Or should the customers of our research include practitioners, managers, employees, the media, and so forth. Perhaps we should consider sharing our knowledge with those who are likely to use and benefit from it (practitioners and managers/employees, maybe even John Q. Public) which means communicating in ways that we are not accustomed to and may not be formally rewarded for. From a "customers are life" perspective, it is important to the advancement of our field to inform others of the incredible value we can offer. Personally, I am proud of the work which has been done by scientists and practitioners in this field and would be delighted for everyone in the world to know that they cannot function effectively, efficiently, or satisfactorily without us. And as a side bonus, I would appreciate not having to explain to everyone I meet (not in the field) just what is I-O psychology.

As we read in an earlier **Meeting of the Minds**, it certainly is possible (and beneficial) to balance the roles of scientist and practitioner. Several of the panelists even implied that all I-O psychologists should attempt to integrate both sets of roles and responsibilities into one job, whether in academia or practice. The obvious question is: Are the customers of scientists and practitioners truly different? Or should each of us be considering how we can better serve ALL of the consumers of I-O research, tools, and knowledge? Similar to any other business, we should strategically position ourselves for future success. Translation: Research, discover and implement new and innovative ways to better serve our existing customers (i.e. disseminate the fruits of research labor to the masses) and reach others who could become our customers. Before we can do that, however, we must first identify who our customers are as both scientists and practitioners and who they should be.

Spotlight on Student Development Programs at IUPUI

The MS program in I-O within the psychology department at IUPUI has instituted several student developmental and support activities that have been well received by graduate students and faculty alike. We would like to share a few of these ideas with the I-O community and encourage discussion of such activities in other programs. These activities are aimed at refining graduate students' personal and professional development, assisting in timely completion of the master's thesis (although these may be modified as needed to apply to doctoral programs as well), and helping to effectively socialize new students into the graduate school lifestyle. The activities are a semiannual feedback meeting for each student with all faculty, a summer research program, and a mentorship program. The following paragraphs combine a brief description of each activity with student reactions. Each description is then followed by comments from faculty.[1]

Self-Appraisal Faculty Feedback (SAFF)

The purpose of SAFF (pronounced "safe") is to provide a structured opportunity for students to reflect on their experiences in the I-O program as well as plan and set goals with regard to future activities. These meetings occur after each semester, are developmental as opposed to evaluative, and are designed to stimulate self-learning, insight, and joint problem-solving with faculty. Essentially, the overall goal of the SAFF process is to ensure that a student's remaining time in the program contributes maximally to his or her professional and career development.

The SAFF process begins as the student obtains the appropriate set of "thought" questions in advance of the SAFF session. The thought questions are provided by the faculty and are tailored to focus on the issues most relevant to the student's stage in the program. The thought questions concentrate on the various aspects of the program such as research skills and involvement, oral and written communication, I-O content knowledge, thesis topic and timelines for completing thesis, career development, organizational citizenship, and overall thoughts about the program. Students review the questions in advance of the

[1] Contributors to this segment include graduate students (in alphabetical order) Marc Fogel, LaRita Jarvis, Emily Leonard, Jennifer Philips, and Mindy Phillips. The faculty contributors include **John Hazer** (program head), **Jane Williams**, and **Dennis Devine**.

meeting with specific emphasis on (a) identifying issues for faculty input and (b) identifying personal goals and objectives for the upcoming semester. Next, the student schedules a meeting with the faculty on one of the days set aside for the SAFF sessions. Lastly, the student meets with all members of the faculty in a SAFF session to discuss his/her reactions to these thought questions, ask additional questions, problem-solve, and plan and set goals for the upcoming semester.

The SAFF process allows the I-O faculty to stay abreast of students' concerns or questions as well as to provide a venue for students to gain feedback from faculty at the end of each semester. It is a positive experience that provides an opportunity for students to reflect, to become aware of their strengths and weaknesses, and to identify opportunities for improvement. During the semester, faculty and students' time is often consumed with coursework, teaching, and research. SAFF provides an opportunity for each student to meet jointly with the I-O faculty to discuss issues that they did not find time to consider or discuss throughout the busy semester.

Faculty comments include the following: SAFF sessions have been conducted now for 4 years. Although the level of self-reflection does vary across students, most have approached the SAFF process in the developmental spirit intended. In addition, many students have used SAFF meetings to ask miscellaneous program-related questions, get career information, and discuss ways to effectively structure their remaining time in the program. Generally, "students get out of it what they put into it." Also, SAFF has been instrumental in establishing and transmitting norms regarding student behavior and involvement in research. The program has also served as a mechanism for shaping a program culture that emphasizes a high degree of informal interaction between faculty and students. SAFF meetings have proven to be great vehicles for acquiring information about student welfare and interaction, as well as feedback about teaching effectiveness. There is one noticeable cost however; the time invested by all faculty to attend SAFF meetings is not inconsequential and comes at the worst time (i.e., end of the semester). Still, the consensus feeling is that this feedback program has been very successful in achieving its goals for both students and the I-O program.

Summer Research Program

The summer research program is designed to ensure progress on the master's thesis during the 3-month break between the first and second year. Four meetings are scheduled at equal intervals over the course of the summer. The sequencing closely follows the conceptual development process of the thesis and is intended to stimulate critical thinking by both students and faculty about the student's research idea. Participation in the program is voluntary, but students remaining in the Indianapolis area usually choose to attend these monthly meetings. Meetings are relatively informal, with each student presenting information for 15 minutes and answering other student and faculty questions for 5 minutes. The meetings cover the following topics:

- Research questions, construct definitions, and design accuracy
- Empirical and theoretical rationale for hypotheses
- Operationalization of independent and dependent variables
- Description of appropriate statistics and mock data analysis

The format and content of these meetings is beneficial for both quality of thinking and progress in writing the thesis. Each student is able to improve upon the original version of his or her thesis. In addition, these meetings offer a valuable opportunity to practice presenting and defending ideas, skills that are necessary in the proposal and thesis defense. Overall, students feel the time spent in summer research meetings is helpful.

Faculty comments include the following: This summer research program was initiated to address the long delay that frequently occurs between the end of course completion and graduation. As in many graduate programs, this delay at IUPUI is usually due to the time taken to complete one's research, and a thesis is required from each of our students. To date, this research program has been conducted in each of the last three summers and has had a total of 12 student participants. Given that, it is too soon to judge the program's impact on the three students who completed the program last summer. Program success can be most appropriately judged by examining the thesis completion rate and timeliness of the first nine students: Six of these nine students finished their theses by the end of the following summer, the end of their second year in the program. Thus, the program's success is mixed in that 67% of the participants have achieved the stated goal of timely thesis completion. Nevertheless, they feel that this is a definite improvement over the prior base rate of 30–40%. Like the SAFF program, "students seem to get out of the summer research program what they put into it."

Mentoring Program

The mentoring program at IUPUI teams second-year students with first-year students in order to help ease the transition into graduate school as well as bridge the gap between the first- and second-year students. Once the school year begins, students become more and more involved with coursework. Therefore, the mentoring program is a great way for the students to get to know each other, in addition to providing the new students with answers to their questions regarding the program. Furthermore, a student-designed pamphlet is distributed to all incoming students, which provides basic information about the campus, the Indianapolis area, as well as helpful tidbits such as where to obtain student identification cards and departmental keys.

As the school year progresses, informal relationships grow. These not only benefit the first-year students by providing them insight into the workings of daily life as a graduate student but also benefit the second-year students by

helping us all become a more cohesive group. Overall, the mentoring program helps students find support in each other. This gives the program a unique component not found in many graduate programs, making life as a graduate student a little more enjoyable.

Faculty comments include the following: The goal in organizing both the mentorship process and the pamphlet is to effectively socialize students to Indianapolis, the University, and the program. The success of the program has been observed through a couple of avenues. First, the camaraderie and level of interaction between the first- and second-year students has increased since the inception of the mentoring program. Secondly, students have reported that being contacted by a formal mentor before coming to Indianapolis made them feel more welcomed and that they experienced less anxiety during the entrance process and beyond. Finally, they believe that this has initiated discussion among the students so that they do appear more prepared for the heightened expectations that occur in graduate school, the process of choosing a thesis advisor, and the general expectations of the program. The mentor pamphlet has now been expanded to be appropriate for all graduate students in the Psychology Department. Each year students find information to add so that now, in its third edition, the wealth of information available to students in the pamphlet is considerable.

Conclusion

Overall, the three activities combined with the cohesiveness of a small program (five students accepted each year) help define the MS program at IUPUI as one that nurtures its students by providing a climate that is both developmental and demanding. There are at least three benefits of these activities. First, the activities encourage active participation by students in their own personal and professional development. The SAFF meeting is structured to compel students to reflect on past experiences and set goals not only with regard to class work and research, but also regarding other personal characteristics such as general career goals and overall communication skills. These issues are believed to be an integral part of graduate education but are not normally systematically addressed in other graduate school activities. Second, goal setting and better time management are supported: For example, the SAFF meetings require that students set personal and professional goals to be achieved within a self-determined timeline. Also, thesis-related goals are supported by the summer research program, which has the potential to lead to a more timely graduation date. In addition, the mentorship program fosters the goals of new students by providing them with a more realistic outlook of the program and their near future. Third, although only time will tell how effective these activities truly are, customer (student) satisfaction and program climate already indicate the positive utility of these activities.

Faculty and students in other programs are invited to consider various student developmental activities and initiate such activities where they do not currently exist. In addition, discussion and evaluation of developmental strategies within the I-O community are encouraged. Implementing developmental activities such as the ones described here will contribute to a more beneficial graduate experience for the next generation of I-O professionals.[2]

TIPs for Balancing Life and Graduate School

Summer is fast approaching as the semester closes. For months on end, you've been slaving away at papers, tests, research, and well, you get the picture. And that means…you deserve a break. Time to break up the monotony of educational strife. This column's tip should prove to do the trick nicely.

Instead of vowing to spend additional hours locked in your "dungeon" (which is what I unaffectionately call my study room) to finish that research project, take some time off. Travel the world on a luxury liner or traverse the globe in a hot-air balloon. Or more realistically, grab a few friends, pick a destination, and jump in the car to begin your ROAD TRIP! Remember: all work, no play makes graduate students go postal!!

A road trip is the perfect opportunity (and excuse) for adventure, mayhem, and complete disconnection from "professional development" that you have been yearning for since your advisor handed your fifth thesis draft back with still more red ink than black. You haven't even seen daylight since you started graduate school, so driving to a far away place that you have wanted to visit since you were this high will be stimulating indeed. Hey, you may as well do it while you don't have a job!! And with 3–4 friends, it won't cost that much…how much is your sanity worth?

Road trips come in all shapes, sizes, and varieties. You can camp in the woods with only a tent, fire, and sustenance from the land. Or you can play tourist in a big city, dine at the finest restaurants, and treat yourself to an overnight stay in a luxurious 5-star hotel. Or perhaps, you can just jump in the car and start driving for wherever the road takes you and enjoy the scenery along the way. And for some, a relaxing and comforting trip "home" to see parents, siblings, or other friends and family might be the ideal vacation. Whatever type of trip you and your friends decide upon, remember the goal is to enjoy your youth and vitality and forget about the responsibilities and drudgeries of graduate school (for a little while).

The choice is yours, but here are a few suggestions. Make it long enough to get away (physically and mentally) from the tempestuous concerns of graduate school and its local confines. It will take you more than a weekend to silence those pesky voices in your head nagging you about the latest work to be done.

[2] For more specific information regarding the information presented in this segment contact: John Hazer (program head) at jhazer@iupui.edu

Besides, if you are driving you may not want to spend ALL of your trip in the car. Yes, you can afford to take a week away from that project/research—you may even come back and be so inspired that you finish ahead of time.

You certainly don't have to choose a certain destination, particularly if you are the spontaneous type, but if you do, pick a place you've never been to before. Or choose a destination that provides a multitude of distractions to prevent any guilt from creeping in. Either way, it should provide stimulation to all your senses, not just your intellect! In fact, I say the less intellectually stimulating the better. Bring on the mind-numbing activities.

Before you embark on this journey, choose your travel companions wisely! Don't you remember what happened when you decided to room with your best friend from high school all through college? …Exactly. You should be willing AND able to spend every waking (and sleeping) hour with your fellow roadies, so don't invite someone who crawls under your skin after 30 minutes. Of course, someone with a sense of adventure and humor would be an asset to your jaunt into relaxation! Most of all, go with friends you enjoy and who know how to shed their poker faces and get down to the business of having fun!

Lastly, make only one rule: NO SHOPTALK! Remember, you are trying to restore balance to your life. And, unless you are superhuman or possess wondrous secrets the rest of us are not privy to, you are (almost) hopelessly lopsided toward too much work and not enough play.

Unfortunately I don't have any brilliant ideas as to where your adventure should lead you, but to quote an enlightened "sports entertainment" icon, "it doesn't matter…!" The point is to break away from the status quo and learn how to have some fun for awhile. And for those who need a little more help breaking away, it's the process that counts, not the goal (at least in this situation). Send me a postcard from the road—enjoy!

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The Real World: The World Is Not Enough—Millennium Merger Mania

Janine Waclawski
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Same Time Next Year

Greetings, dear readers! Today is January 3, 2000 and unfortunately I am back at work. Yes it's Y2K and the computers are still computing, the banks are still banking, and all is well with the world of work and otherwise. So much for my much-needed and wished-for Y2vacation. Worst of all, this means I will have to deliver on my next installment of this column. Don't take this the wrong way, but writing this column is hard work! Not that I have anything against that, but sometimes I do wonder what I have gotten myself into. Seriously though, I really shouldn't complain, as this has also been an awful lot of fun. If you are wondering why I am getting so reflective here, there are two reasons really: (a) the usual new year introspection of who am I, where am I going, why am I going, should I be going stuff and (b) this column marks Year 2 for me of producing quarterly installments for SIOP consumption. All in all, I feel pretty good about the past 2 years of working on this column for *TIP*. After all, it has really been a great opportunity and no one has threatened me with any bodily harm yet, so I guess I am ahead of the game. And speaking of bodily harm, that reminds me of my first job and how I got downsized.

New York's Boldest

One of the topics I had always planned to write about in this column was downsizing. During the late 1980s and early 1990s, this was an issue of great concern to our nation and one that received a great deal of media attention. Disturbing movies like *Roger and Me*, stories about Neutron Jack (Jack Welch, the CEO of GE, who was so named because after he came to GE the buildings were still standing but the people were gone), and newspaper headlines about massive reductions in force, which read "Happy New Year—You're Fired," put downsizing at the fore of the American consciousness. However, as usual, my motivation for writing about downsizing did not emanate from these more lofty sociological phenomena but from my own base insecurities stemming from my own insignificant personal experience. As any good narcissist can tell you, sometimes all you really need is an *N* of 1. So, since I was downsized from one of the first serious jobs I held—it was personal! In case you were wondering, no it wasn't my job as a deli clerk. As my former boss at the deli used to say, old deli clerks never die, they just end up in the soup. And no, I wasn't let go from my job as a waitress either. It was from a job that I had working for the City of New York. Following is my tale of woe.

At the end of my first year of grad school I was hired by the director of training of the New York City Department of Investigation—more affectionately know as the DOI. The DOI was a city agency whose objective was to investigate the rest of the city agencies and ferret out corruption. Needless to say we were very busy at the DOI! My boss was in charge of making sure that all of the DOI investigators (who were civilians as opposed to police officers) had the proper training to investigate crime and corruption within the city government. This was no small task as each city agency (e.g., the Department of Corrections, the Department of Housing, the Department of Welfare, etc.) had its own investigatory office. This meant that the DOI was highly decentralized as each agency had a DOI counterpart that was watching it. My job was to help the director determine through a series of interviews what the current training needs were in each of the investigatory offices and, in the process, do an organization development diagnosis.

As a result, during my brief but illustrious tenure as an intern at the DOI, I had many experiences that I will never forget. Among other more mundane I-O related aspects of the job, I had the opportunity to experience a number of things that for most of us fall outside the purview of daily life. For starters I got to meet many interesting people—the kind that seemed like they had come right out of *NYPD Blue*. Further, I toured each and every jail in New York City (including Rikers Island) with my own prison guard escort. Beyond that, I had the opportunity to sit in while investigators interrogated incarcerated suspects awaiting trail. And finally, I even got to go out on surveillance jobs, and attend a course on criminal case management at the John Jay College of Criminal Justice. All in all, it really was a fascinating job. The jail tours were really something else especially since the prison guards were all unarmed except for the nightstick and cuffs that they were allowed to carry. This is why they are known as New York's Boldest—because they have to walk a jail unarmed. Personally, I thought they should have been called New York's Dumbest, but I digress. So there I was, a petite, 21-year-old blond female in a business suit touring NYC jails knowing that the only thing between me and a overcrowded prison full of hostile inmates was a fat, middle-aged guy with a stick. What a rush!!

Anyway, back to my story as it relates to downsizing. About three-quarters of the way through the project, I was informed by my boss that the city was going into a "cost containment" mode and that I, along with a slew of other interns, was being let go. Yes, my $10 an hour salary (or whatever it was) was just too much for the taxpayers of New York. Sure, it was okay that our mayor (David Dinkins at that time) had just been written up in the paper for having purchased an $11,000 headboard for his bed, but my salary was going to drain the coffers of NYC as dry as a bone! So, in order to save the Big Apple from certain financial ruin, I quietly left my post. Now, 10 years later I can rest

assured that occurrences such as the recent revitalization of Times Square and the overall prosperity of the city are due in large part to me.

Rabbits for Pets or Meat

While my story of being downsized did not really have much of an impact on my life (other than being able to fill a page or two in *TIP* with the previous and hopefully pithy anecdote) I knew this was not the same case for others. And although I am not the most sympathetic person in the world, I was somewhat disturbed by the seemingly endless list of companies that were slimming down. However, it wasn't until I saw Michael Moore's film *Roger and Me* that I fully appreciated the devastating effects of downsizing, not only on individuals, but communities as well. For those of you who haven't seen the movie, it was a documentary about the massive downsizings at General Motors in the late eighties which resulted in the loss of 30,000 jobs and had a profound impact on the surrounding community of Flint, Michigan. The movie was replete with scenes of downsized employees being evicted from their homes and having all of their earthly possessions being literally ripped from them, juxtaposed against clips of executives and their spouses idly playing golf at the country clubs of Grosse Point (and the surrounding environs) saying how life was grand. Overall, not your typical "feel good" movie. One of the most disturbing parts of the film was a segment about a laid-off worker who was reduced to eking out a living by selling rabbits for either pets or meat. She was shown alternatively petting them with much adoration or breaking their necks and gutting them depending on which type of clientele she was dealing with.

All of these things left me with the idea that one day I would write up a piece that somehow attacked the idea of downsizing and all its resulting ills to humans and animals alike. In particular, I always questioned the role of the I-O psychologist in the downsizing process. As you can tell, I think there are some ethical considerations here. Unfortunately, I never had the time to write up the piece and since, as they say, timing is everything, I missed the boat. So, now here we are in 2000 and downsizing, like most things, ain't what it used to be. In fact, today we are faced with the exact opposite—merger mania. Hence my topic for this column.

Shaken Not Stirred

As you all probably know by now, the recent $350 billion AOL/Time Warner merger marks the largest media merger in the history of Planet Earth. This is not an insignificant factoid when you consider the implications of such a merger. Specifically, world's Number 1 Internet provider (i.e., peddler of e-tail goods) will own the nation's Number 1 cable provider (with instant access to 20 million homes). In short, AOL now owns Time, CNN, Turner Broadcasting Systems, Turner Network Television, Warner Bros., HBO, Entertainment Weekly,

and Looney Tunes, just to name a few. Being the cynical pessimist that I am, I immediately saw several downsides to this situation: (a) I kept the voice of Bugs Bunny saying "You've got mail, doc" every time I logged on to AOL and (b) I was disturbed by the monopolistic undertones of the thing.

Given my penchant for relating real life events to movies, it all reminded me of the second Bond film that Pierce Brosnan did—*Tomorrow Never Dies.* For those of you who didn't see it or don't remember it, it was the one about the megalomaniacal media mogul Eliot Carver (a thinly veiled British version of Ted Turner) and his plot for total world domination through media control. Basically, his plan was to get exclusive broadcasting rights in China to complete his global communications empire and then to start WWIII by getting the British to think that the Chinese were launching a nuclear attack on them. Thus, simultaneously providing his network with fantastic viewer ratings and him with the ability to not only cover the news, but to create it as well. So I think it is safe to say that a reasonable person (not that I am one) could see the similarities between art and life in this case. Of course in the movie Bond saved the day, so there was really nothing to worry about. Unfortunately, real life is not so simple.

As an aside, have you ever noticed that there are four and only four essential elements to a *good* Bond flick (a) James Bond must be sexy (e.g., not Timothy Dalton), (b) James Bond must have good toys (e.g., a nice new BMW), (c) James Bond must have hot babes (e.g., Terry Hatcher), and (d) James Bond must be fighting a villain with a demonic and completely implausible plan to take over the world (e.g., not just any old bad guy). If any one of these elements is missing, forget it—if you don't believe me just think about this for awhile.

Freedom of Choice

Anyway, back to the AOL merger. I recently read an online piece in the *Columbia Journalism Review* titled "Conglomerates: Does Big Mean Bad" (Goldstein, 1998). The gist of the paper was that journalists inherently fear that large media corporations will misuse their powers to either shape the news to conform to their corporate values or as propaganda tools. I would argue that journalists are not alone in this fear. According to the 1987 book *Media Monopoly* by Ben Bagdikian, when CNN was just starting out, 50 corporations controlled more than half of the media outlets in this country. By 1997 (the book's fifth edition) Bagdikian found that the number of corporations with this control had been reduced to 10. The implications of this are somewhat disturbing when you think about them. For example, according to Bagdikian, "The new communications cartel has the power to surround almost every man, woman, and child in the country with controlled images and words." Thus giving the media "the ability to exert influence that in many ways is greater than that of schools, religion, parents, and even government itself." Pretty scary stuff—I wonder if Bagdikian was a screenwriter for the Bond flick?

On a more serious note, all of this got me to thinking about the impact of mergers and acquisitions on consumer or customer choice. Other events, like the recent highly publicized Microsoft trial (in which it was under scrutiny for monopolistic practices) and megamergers like Mobil and Exxon and Pfizer and Warner Lambert, have put the issue of the impact of big corporations in the forefront of the minds of the American people. Closer to home for some of us (i.e., in the world of professional services and consulting), mergers are also commonplace. What were for many years known as the "Big Eight" accounting firms were reduced to the "Big Six" and are now the "Big Four," with PricewaterhouseCoopers being the largest in terms of both size and name. On the upside, these consolidations are often exceedingly profitably for partners and stockholders and good for clients who want to be able to do one-stop shopping (e.g., get their organization change consulting from the same firm that does their auditing). Conversely though, taken to their extreme, these deals can lead to the creation of immense, monolithic monopolies (i.e., the "Big One") which can adversely impact customers in a number of ways.

Specifically, in a recent cover story from *BusinessWeek online*, questions were raised about the need for antitrust regulators to take a look at what the "megamerger boom" is doing to the economy. In support of this argument, they went on to delineate three potential problems stemming from megamergers. First, "as concentration increases, it's easier for remaining players to raise prices. In the copper industry, the prospect of consolidation helped drive up prices by more than 20% since the middle of last June." Second, "dominant players can potentially squeeze their suppliers as well. In farming, the continued concentration of agribusiness is putting pressure on independent farmers." Third, "the absorption of smaller, less bureaucratic companies into larger more rigid ones can potentially choke off innovation."

Moreover, as I see it, the resulting megafirms created by these megamergers may curtail customers' choices or variety as well. This would occur in two primary ways: (a) by reducing the total number of competitor firms that customers cou'd choose from and (b) by reducing the types of products and services provided by the new singular entity which inevitably results from integrating the systems and processes of the new merged organization. So, for example, if all the consulting firms that do 360-degree feedback were merged, we would most likely end up with one process for implementing 360. At the very least we would see a large reduction in the types of 360 offerings available to the consumer. If you believe to any extent in the principles of capitalism, this would not be a good thing. As one of my coworkers at Burke Associates said to me the other day, "at the rate these mergers are going, one day we will all be working for one big company that consults to itself." I think this is not far off.

Some Mergers I Would Like to See

This got me to thinking about what some companies could do if they capitalized on the recent merger mania. Especially those who merged with organizations outside their industry such as the AOL Time Warner deal. Below are some of my demented brain children:

Company A	Company B	New, Merged Company	Sample Products and Services
Starbucks	Citibank	Starbanks	Upscale coffee drinks while you wait at all bank locations 24 hr. ATMs that dispense cappuccino.
McDonald's	Preview Travel	McTravel	Coupons for 99-cent Big Macs with every airfare purchase of $400 or more. Try our new Supersize Travel Meals, includes 2 hamburgers, supersize fries, and beverage, one RT ticket to anywhere in the continental US. Please check in 1 hr before departure for domestic flights.
Columbia House	Columbia University	Columbia House University	Automatically get 10 CDs every month for a low discount price when you enroll as a student for the semester. No minimum GPA required.
3M	M&M Mars	3M&M	Post-it peanuts or Post-it plain in new neon colors. Melts in your mouth not in your hands.
Pfizer	Kaiser Permanente	Pfizer Permanente	Discounted Viagra prescriptions with your health insurance policy. Hey, this one could actually happen!

Merger Factoids

Finally, before I leave the topic of mergers forever, I thought I'd leave you with a few tidbits on the subject, hence the following merger factoids.

Did you know…?

- There are 20 pages of results listed for "mergers" on *BusinessWeek online*.
- Europe is seeing a burst of mergers that are on a par with the U.S. at $1 trillion per year.
- The merger with AOL happened exactly 10 years to the day after Time Inc. merged with Warner Brothers in a deal that at the time created the world's largest media conglomerate.
- Leveraged buy outs can earn bankers even better fees than mergers. On a typical $1 billion LBO, the merger portion of the fee is only about $4 million, but the LBO finance fees approach $18 million.
- According to Mercer Management Consulting, about half of all mergers end up being bad for shareholders.

- Over the past century, literally hundreds of automobile manufacturers were founded, most of which went out of business or disappeared in mergers. In the U.S. alone, the number dropped from 253 in 1908 to today's Big Three.

And Now for Something Completely Different

As you may have guessed by now, I get easily irritated. Recently, I have received proof of this fact. A few months ago, Robert and Joyce Hogan came by our office to pay a visit and to ask some of us at Burke Associates to take their *Career Builder Personality Assessment*. Being the completely self-involved, self-proclaimed narcissist that I am, I readily agreed. As I always say, never pass up an opportunity to learn more about yourself so that you can discuss it ad nauseum with anyone in sight who will listen. So I completed the instrument and anxiously awaited my scores. To my delight, they arrived rather quickly. I greedily opened my envelope and poured over my report. In terms of my profile, to make a long story short, I scored very low on being even-tempered, agreeable, and conforming but scored high on being ambitious, inquisitive, and for continuous learning. After reading through the report several times, I decided what it was basically telling me was that I was a competitive, rude, confrontational, anxious, pain who asks a lot of questions and then argues about the answers. In short, it was accurate. Besides, I am from New York, so what else would you expect—I can't help it. So, with that said, I figured that it would be okay for me to share with you all some of the things that agitate me! I figured that for those of you who want some kind of picture of what thoughts go through the mind of someone with a profile like mine, this would be helpful—from a clinical perspective, that is.

Specifically, I was recently very irked by something that I saw in an issue of the *New Yorker*. I came across two ads that were both striking in their similarity and in their offensiveness to my noneven-tempered being. The first was a full page ad for the Dennis Miller show with a picture of Dennis sitting on the Lincoln Memorial with a caption that read "I rant, therefore I am." Whoa, wait a minute here, Dennis. Not only did you bastardize Descartes in a not too clever way (I think therefore I am) but what does Lincoln have to do with it? Was this some stupid misattribution? Does Dennis or the advertising wizards who came up with this copy think that Lincoln said I think, therefore I am? If not, I don't get it. Then, weirdly enough, two pages later was an even worse ad for Lexus which simply said "I pursue, therefore I am." I was beginning to wonder why there was all this sudden interest in ripping off philosophers to sell TV shows and cars. Why not "I lack original thought, therefore I am?"

This made me wonder what other great philosophers' words of wisdom could be exhumed in the name of creating a snappy slogan in pursuit of the almighty dollar. How about Patrick Henry (not a philosopher, I know, but stay with me on this) and "Give me liberty or give me death." Geez, you could use

that to sell just about anything. For example "Give me a Lexus or give me death" or "Give me free checking or give me death" or how about my personal favorite "Give me Pokémon or give me death." This is good stuff.

Parting Words

Finally, before I go, I wanted to share with you something that has been annoying me for years; something that has just really stuck in my craw as the saying goes and may be a better example of the thought processes of someone with my personality type.

Specifically, I have an issue with proverbs. You know those common-sense, folk, psychology-oriented kernels of wisdom advising you about how you should live your life. Is it just me or have you ever noticed that for just about every preachy proverb that exists, there is a contradictory proverb that advises you to do just the opposite? For example, "haste makes waste" but then again "he who hesitates is lost." See what I mean—contradictory to the core. Normally, life's little contradictions don't concern me much, but the proverb thing really does. How are you supposed to know how to conduct yourself with all these opposing pieces of advice floating around in your head?

So, to formally label my annoyance, I have devised a new law. Not a legislative, one mind, you but more like an axiom—like Newton's laws of physics. Newton's third law states that for every action force, a reaction force exists, which is equal in magnitude, but opposite in direction. Therefore, in the vein of Dennis Miller and Lexus, I have decided to call my axiom Waclawski's third law of semantics which states that *for every proverb there exists a reaction proverb which is equal in magnitude but opposite in direction*. To prove my axiom I have listed some examples below.

Proverb	Reaction Proverb
Haste makes waste	He who hesitates is lost
Better safe than sorry	Nothing ventured, nothing gained
Practice makes perfect	If it ain't broke don't fix it
The early bird gets the worm	Better late than never
Only the good die young	Life begins at 50
Its easier for a camel to pass through the eye of a needle than it is for a rich man to get into heaven	You can never be too rich or too thin, or It's better to rule in hell than serve in heaven
Waste not, want not	You only live once
An eye for an eye, a tooth for a tooth	Turn the other cheek
Every dog has his day	It's a dog's life
There's more than one way to skin a cat	There are two ways to do things—the right way and the wrong way

Think (IBM)	Just do it (Nike)
Strike while the iron is hot	Fools rush in where wise men fear to tread
Love is all you need	Money makes the world go round
You never get a second chance to make a first impression	All's well that ends well
It not whether you win or lose, it's how you play the game	Nice guys finish last, or The ends justify the means
Love thy neighbor	Thou shalt not covet thy neighbor's wife, or Good fences make good neighbors
Neither a borrower nor a lender be	A friend in need is a friend indeed
Respect your elders	There's no fool like an old fool
Money can't buy me love	Every man has his price
A penny saved is a penny earned	Penny wise and pound foolish
Stop and smell the roses	Wake up and smell the coffee
The devil makes use of idle hands	All work and no play makes Jack a dull boy
A bird in the hand is worth two in the bush	The grass is always greener on the other side
It is better to have loved and lost than never to have loved at all	What's love got to do with it
A coward dies a thousand deaths: a brave man dies but once	He who lives to run away, lives to fight another day

As ever, thanks to AHC for his comments and help. If you have any feedback for me, please feel free to contact me either by email at J9151@aol.com or at W. Warner Burke Associates, Inc., 201 Wolfs Lane, Pelham, NY 10803 (914) 738-0080 (tel.), (914) 738-1059 (fax).

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International Forum

Dirk D. Steiner
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In this issue's column, we explore our field in another European country as K. Wolfgang Kallus presents an overview of I-O psychology in Austria.

As usual, for your comments and suggestions concerning this column, please contact me at: Dirk Steiner; Département de Psychologie; Pôle Universitaire St. Jean d'Angely; 24, Avenue des Diables Bleus; 06357 Nice Cedex 4; France. E-mail: steiner@unice.fr. Phone: (33) 492-00-11-91. Fax: (33) 492-00-12-97.

Industrial and Organizational Psychology in Austria

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Industrial and organizational psychology plays a more or less minor role in Austria compared to clinical or educational psychology. This is due to the fact that psychological intervention is regulated by law in Austria, whereas the activity of work, industrial, and organizational psychologists is not. Psychology in Austria can look back at a rich tradition that is over 100 years old. Despite the fact that Austria belongs to the smaller countries of the European Community, a considerable amount of research is conducted here.

In overviews concerning psychology in Austria, B. Rollett (1997, 1999) shows that important work in psychology took place in and originated from Austrian universities. Pioneers of Gestalt psychology in Austria were C. von Ehrenfels (Vienna) and A. von Meinong (Graz). The famous pioneers of psychoanalysis S. Freud and A. Adler conducted their work in Vienna. Well-known Austrian psychologists are Brentano, Benussi, Karl and Charlotte Bühler, P. Lazarsfeld, E. Brunswick, H. Hetzer, and M. Jahoda ("The Unemployed Workers of Marienthal"). Among famous researchers, who started their scientific careers in Austria, one could mention F. Heider, L. Kreitler, W. Kintsch, K. Pawlik, P. Watzlawick, and even K. Popper. Psychology in Austria has a strong experimental and methodological branch, too. This is reflected by the fact that H. Rohracher's experimentally oriented introduc-

tion to psychology had been standard in German-speaking psychology for a long time. Milestones of methodological developments—at least within the German-speaking area—were textbooks from Austrian researchers: Mittenecker (1952; Graz), Lienert (1961, 1962; Vienna), Sixtl (1982; Linz), and Fischer (1968, 1974; Vienna).

Psychological departments are located at six universities in Austria (Graz, Innsbruck, Klagenfurt, Linz, Salzburg, & Vienna). Except for Linz, all Austrian universities offer a major degree in psychology. Early contributions in industrial and organizational psychology are due to E. Roth (1964), who founded the research institute for organizational psychology in Salzburg. Current research in industrial and organizational psychology differs across the universities, resulting in a broad spectrum that ranges from economic psychology, applied social psychology (e.g., decision making, justice, attitudes), organizational psychology, to work and engineering psychology.

Vienna

In Vienna, Kirchler (1999) published a new textbook on economic psychology, the psychology of taxes being one of his working group's research topics. Additional recent contributions from Vienna to applied psychology are the introduction of modern EEG-DC-recordings in order to develop more effective selection methods for high-performance professions like pilots (Vitouch, Bauer, Gittler, Leodolter, & Leodolter, 1997), testing under conditions of stress (Guttmann & Etlinger, 1991), and the use of nonclassic tests for selection (Kubinger, 1996).

Graz

The section of applied psychology in Graz has been renamed to work, organizational and environmental psychology, which reflects a new focus on work psychology. Topics are stress, recovery, and burnout in different professions. Research uses a broad spectrum of methods including ambulatory psychophysiology (Kallus & Kellmann, 1999). Part of the research focuses on air traffic control (ATC) and an integrated task analysis has been developed, which allows one to analyse the cognitive aspects of ATC in detail (Kallus, Barbarino, VanDamme, & Dittman, 1999). The development of methods to evaluate team quality, the quality of meetings, the quality of selection procedures, and work satisfaction are additional areas of research. Research in applied social psychology is conducted by Mikula (1998) and his group (e.g., justice in teams, division of household labor, & perceived justice).

Salzburg

The section of social and organizational psychology is currently headed by H. Wallbott. Research topics in Salzburg are media, interpersonal attraction, and nonverbal behavior as well as research in mobbing and leadership. In addition, the research institute for organizational behavior promotes research in applied settings.

Linz

H. Brandstätter is head of the department for social and economic psychology at the University of Linz. Applied social psychology, like decision making (e.g., air traffic control), occupational choice, and the integration of individual differences in organizational and economic psychology, are promoted by the research group in Linz.

Klagenfurt

Klagenfurt has currently established a major degree in psychology, which especially links psychology to media research.

Innsbruck

At least in German speaking countries, applied psychology in Innsbruck is well known due to D. Klebelsberg's (1982) research on traffic psychology, risk behavior, and "risk personality."

In Austria, research on I-O psychology includes the development of various methodological approaches ranging from qualitative methods, diary methods, and behavioral observations via classical tests and questionnaires, to highly sophisticated psychophysiological measures in applied settings. At the same time, close cooperation between applied research in different institutions (e.g., Fleck, 1994) and university research is rapidly increasing.

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Informed Decisions:
Research-Based Practice Notes

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For this month's column, I asked two BGSU graduate students, **Maggie Laber** and **Jimmie O'Connor**, to gather and synthesize the empirical literature on competency modeling methods and practice. To no great surprise, the resulting document could fit snugly into the backpack of a relatively small ant. Despite the abundance of competency modeling practice, there is a dearth of competency modeling research. Maggie and Jimmie then changed gears, and instead of combing the academic literature for competency modeling articles, they interviewed practitioners and searched the trade literature. What follows is a nice, and hopefully useful, synthesis of their findings. If you have any comments/questions concerning this column, please contact Maggie Laber at mlaber@bgnet.bgsu.edu or Jimmie O'Connor at jallan@bgnet.bgsu.edu. As always, if you have any ideas for future columns or would like to propose authoring a column, please contact me at rogelbe@bgnet.bgsu.edu.

Competency Modeling:
Ready, Set, Research

Margaret E. Laber and Jimmie K. O'Connor[1]
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Competency modeling is a popular topic in organizations today, yet there is a definite shortage of research on competency modeling in traditional academic journals. Even in practitioner journals, the information available about competency modeling is less than definitive. In fact, it appears that the treatment and definition of competency modeling differs depending on where you look and with whom you speak. This column will focus on the research-practice gap in relation to competency modeling as well as on the absence of a clear and common treatment of competency modeling. We hope to address these issues by integrating information obtained from trade journals with information obtained from practitioners.

We would like to thank **Jenifer Kihm** (PDI), Dalene Masi (IBM), Rick Pollack (Thomson Publishers' Legal and Regulatory Group, Thomson University), and **Rob Schmieder** (Getty Images, Inc.) for sharing their thoughts on the following basic questions:

- How would you describe competency modeling?
- How is competency modeling being used in organizations today?

[1] The first two authors contributed equally to this column

- Do you think competency modeling is a useful tool?
- How is competency modeling different than traditional job analysis?
- What type of research on competency modeling is needed to make it a more useful tool?

In the following sections, we address the processes for performing competency modeling, the ways that competency models are used, the ways in which competency modeling enhances communication, and we discuss ideas for future research.

Competency Modeling 101

There is no common definition of competency modeling, although the idea that certain competencies are at the core of job performance is central to the concept. Modeling competencies, then, could be defined as determining specific competencies related to organizational goals or an attempt to determine the capabilities characteristic of high performance and success in a given job. Competency modeling can be used for various reasons, and it can take many forms.

In general, construction of a competency model requires, first, a list of competencies. This task may sometimes be daunting because there is no one global definition of "competency." Most definitions seem to include the knowledge, skills, abilities, and other characteristics (KSAOs) that are the basis of many job analysis techniques. There does seem to be consensus, however, that the essence of competencies includes more than simply KSAOs. Competencies seem to differ from KSAOs by often including some or all of the following: traits, motivations, attitudes, self-esteem, personality characteristics, or even values that may be required in a job (e.g. Dalton, 1997; "Focus Shifts," 1997; McLagan, 1997; Mirabile, 1997). Furthermore, competencies are meant to capture many more attributes, on both the individual and group levels, than are KSAOs. "Competencies represent who an individual is and what an individual knows and does" (Brockbank, Ulrich, & Beatty, 1999, p. 111).

As previously stated, the determination of competencies is crucial to the process of competency modeling. Competency models are based on the assumption that employees who possess certain competencies should facilitate the attainment of organizational goals and objectives. There are a number of tools that can be used to determine these competencies.

Job analyses and job descriptions can be useful for determining the base KSAOs that are linked to success in a given job. Interviews can also provide useful information. Interviews with employees can be utilized to determine motivations and values that are commonly associated with success on the job. Interviews with executives involved with strategic planning will help organizations create a model directly linking competencies to organizational goals and objectives. This last tool is particularly important, as one of the most significant aspects of competency modeling is the linking of competencies with success in achieving organizational goals and strategic objectives (Harris; 1998; McLagan, 1997).

Once competencies have been selected, they can be used in various ways to construct the competency model. An explanation of the way competency models actually look would help facilitate understanding of the process of competency modeling; however, competency models can take many different forms and vary on many dimensions, including, but not limited to, the amount of detail included in the model and the types of methods used to produce the competency model (McLagan, 1997; Mirabile, 1997). One common denominator across models is that the stated purpose of the model should drive how the model is created as well as the format of the model. Namely, the model's purpose dictates both the amount and sources of information that are necessary to construct the model. Generally, including more detail requires more money, more time, and produces less generalizable results; however, more detail also allows for more differentiation among employees across and within work units. There does not appear to be consensus regarding whether subjective or objective methods of collecting competency information should be used in the competency modeling process. Different constituencies often prefer different methods of collecting competency modeling information. For example, one of the practitioners we interviewed suggested that managers often prefer qualitative methods of information collection because they are most concerned that the competencies make sense for their organization.

How Are Competency Models Used?

Competency models are used for a wide variety of functions. Similar to job analysis, competency models can be used for many human resource functions, such as selection, placement, succession planning, promotion, and appraisals; however, competency models are also very good in other areas such as training and development. Instead of trying to give an example of all of the different types of competency models for each different purpose, we chose to present an example of how competency modeling could be used for training and development in an organization. First, though, we attempt to differentiate between the process of job analysis and that of competency modeling.

In October of 1998, Michael Harris's column, entitled "Competency Modeling: Viagraized Job Analysis Or Impotent Imposter?" appeared in *TIP*. In this column, Harris interviewed a number of practitioners. Harris found two factions in the argument about whether or not competency modeling is separate and distinct from job analysis. We did not find such a distinct separation in our sample of practitioners. None of the people we interviewed believed that competency modeling and job analysis were essentially the same. Generally, the practitioners we spoke with saw competency modeling as more closely related to the strategic goals and objectives of organizations, as opposed to job analysis, which is seen as more narrow and focused on the individual.

There may be several reasons for the discrepancy between our responses and some of Harris's. One possibility is that there may have been enough progress in further defining the process of competency modeling since Harris's column, that a distinction between the two is now more apparent. Alternatively, as Harris (1998) stated, it may all depend on how you use competency modeling. There may be practitioners who use competency modeling in the same way and towards the same outcomes as they use job analysis; we just may not have sampled anyone in this camp.

Job analysis typically focuses on the individual tasks that must be performed for an employee to be viewed as successful in his/her job type. The point of focus, then, is the present. That is, we concentrate on the KSAOs that are needed to perform successfully in a job—as the job was when the job analysis was performed.

Competency modeling, on the other hand, can focus on either current concerns or anticipated future demands, or, in some cases, both. Competency models can account for changing jobs by allowing business leaders to select competencies consistent with anticipated future concerns. Competency modeling can also be used to anticipate and prepare for the future by identifying competencies that should be included in the training and development plans of current employees.

Alternatively, competency models can be used for training and development without an intensive analysis of future concerns of the organization. To this end, one of the practitioners we interviewed pointed out that some companies use competency models as a way of determining the attributes that separate employees who are performing exceptionally well from those whose performance is acceptable, but not exemplary. Identified differences in competencies between these two groups are then used as the cornerstone of training and development programs for current employees (e.g., leadership and/or executive development).

Communicating With Competencies

One of the concepts that emerged in our interviews with practitioners was the idea of utilizing competency models as a tool for communication facilitation. Several of the practitioners we interviewed, as well as McLagan (1997), view competency models as an effective way of increasing and improving communication. In creating competency models, organizations define certain behaviors and attributes. This helps to increase communication about goals and expectations, thereby reducing confusion both within and across departments.

As an illustration, imagine that a company creates a competency model that includes some basic competencies currently required across almost all jobs. Employees at all levels are then made aware of these competencies, as well as those competencies that the company deems important for success in the future. In this way, employees have been made aware of the expectations placed

on them for current performance, in addition to future development. This also helps employees not only to see more clearly the relevance of training programs but also to understand exactly what is expected of them.

In addition, competency models provide supervisors in different departments and different locations with the same language that can be used to discuss the performance of employees. For example, when employees transfer to different locations, their new supervisors can be made aware of their strengths and growth areas with a list of common competencies. Taken together, competencies provide a common language that can be understood and used by all members of an organization (McLagan, 1997). Without this common language, there may some confusion because competency names are often highly charged with information, and they may have many different connotations. For example, "communicates effectively" may have very different meanings to different people.

The Research-Practice Gap in Competency Modeling

The dearth of literature on the effectiveness of competency modeling in the academic journals is not reflective of the prevalence of competency modeling in organizations. In addition, the articles we were able to find on competency modeling in the practitioner journals are largely examples of its use and editorial comments on its effectiveness. This leaves practitioners with limited evidence of the effectiveness of this technique.

To address this issue, we asked the practitioners we interviewed to tell us what kinds of competency modeling research they would like to see. Some examples of the issues practitioners mentioned, as well as several ideas the authors added, follow:

- Are competencies truly different from KSAOs?
- Using factor and content analytic techniques, can a taxonomy of competencies be created?
- Which methodological approaches to creating competency models are most useful and appropriate?
- Is there overlap between competencies and organizational citizenship behaviors? What effect does this potential overlap have on the use of competency models and/or the study of organizational citizenship behaviors?
- Can competency models be validated?
- Are there certain attributes that should not be included in the definition of competencies because of ethical/legal concerns?
- What are employees' perceptions of competency models (e.g., face valid)?
- Are there certain critical core competencies that apply to jobs both across and within industries?

- How does an organization's use of competency modeling actually impact individual, team, and organizational behavior and development?
- Is there more transfer of training for training programs that are closely linked to desired competencies?

Conclusion

Most of the columns that have appeared in **Informed Decisions: Research Based Practice Notes** have focused on applying new discoveries in research to the workplace. Conversely, we focus on the lack of research in an area that seems to be of significant interest to practitioners. Competency modeling has received a great deal of qualitative and anecdotal support, but there is virtually no empirical research on its effectiveness. This column sought to bring to light the research-practice gap associated with this topic, as well as to clarify some of the ambiguities of competency modeling as it is set forth today.

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The High Society: I-O Psychology at the Movies

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The other day I was thumbing through an I-O journal in our field. I began to notice that some of the terms we routinely use were, to be direct, rather catchy. I began to envision them having meaning which goes beyond our usage of them. In fact, some of our terms are so catchy I think they would make great movie titles. My mind then began to wander into the farthest recesses of divergent thinking. I developed movie plots and characters for my films. The reviewer in me even provided an assessment of each film. So readers, sit back in your chair, grab some popcorn, and let *TIP* take you to the I-O movies.

Range Restriction

The semibiographical account of Ted Turner's buffalo ranch in Montana. No longer content with a mere 600,000-acre tract of property, Turner seeks to expand his land holdings by whatever means necessary. However, he is thwarted from expanding to the west and north by the Environmental Protection Agency, to the south by the Army Corp of Engineers, and to the east by the Greenpeace Movement. Robert Redford stars as Turner who does not feel at home on the range. Redford continually fusses and fumes over being hemmed in by a bunch of liberal bureaucrats, and derives no comfort in[1] having to raise his buffalo on a small spit of land the size of Rhode Island. A cameo appearance by Jane Fonda as a trespasser who pans for gold in the middle of Turner's range is amusing. Turner has no patience for gold-diggers, just as you will have no patience with this trite, self-absorbed soliloquy. Just how big of a range does one person need, anyway?

2 stars

(Boss) Anova

Latin singers Ricky Martin and Marc Anthony make their acting debuts in this film. Given the popularity of Latin music and the resurgence of interest in ballroom dancing, it was just a matter of time until such a film was made. The movie is about a brief but influential time period in the evolution of Latin music. After the cha cha and rumba faded from popularity, the bossa nova was the rage in the early 1960s. Martin and Anthony represent the lead singers of two rival bands. However, there is conflict both within and between the bands, which ultimately leads Martin and Anthony to form their own group, the Latin Squares. The bossa nova sound emerges (best showcased in the hit single

[1] Offended, unamused, or entertained readers can contact the author at pmmuchin@uncg.edu

"Blame it on the Bossa Nova," originally recorded by Sergio Mendez), which makes listeners of the day forget all about the conga, manova, and anacova. Contemporary devotees of the lambada will appreciate the origins of their passion. The film has a relatively tepid plot, but the music is riveting.

3½ stars

Psych Bull

Following the retirement of Michael Jordan from the Chicago Bulls, the franchise becomes a moribund memory of its past glory. Desperate for improved defensive play, the owner of the Bulls hires three motivational speakers to masquerade as new players who join the team. In so doing, the team will supposedly increase the rejection rate of opponents' shots. Snoop Doggy Dog, Ice T, and Puff Daddy star as defense-minded players who seek to inspire their teammates with clever rhymes. However, this hypothesis is rejected when theory meets reality in the form of Shaq O'Neal and Kobe Bryant. Bodies fly and points score, exposing the trio as wannabes who fail to make a significant enough contribution to the team to warrant membership. Stilted dialogue, dumb plot, but good jump shots.

2 stars

Bandwith Fidelity

Set in the mid-1960s, this film chronicles the devotion of two twenty-somethings to rock-and-roll music played on AM radio stations. At this time stations are beginning the conversion to stereo broadcasts on FM, and this pair of trustworthy fellows cling desperately to the few remaining grains of sand in the monaural hourglass. They pine for a past of fading broadcasts gingerly educed from the AM dial of their '57 Chevy. Johnny Depp and Sean Penn convincingly play young men who yearn to remain old boys. The angst runs deeper than found in *American Graffiti*, and our pathos is palpable as we watch the helpless duo face what we know is the inevitable. The Shirelles never sounded so good.

4 stars

Median Split

Italian film director Roberto Benigni's attempt to show the dark side of middle age. Set in the Avese province of Italy, an average middle-class couple begins to fill their home with material possessions following the marriage of their only child. However, each spouse soon brings out a mean streak in the other. Neither is seemingly content with their growing stash, and neither approves of the other's mode of acquisition. However, it becomes painfully evident that their amassings represent little more than a central tendency to fill their empty lives with soulless objects. The couple faces the choice of dichotomizing their possessions or finding a new way to maintain their marriage as a continuous variable. Alternately sanguine and haunting, with a few moments of levity. A strong script but weak casting limits the power and effect size of the film

3 stars

Meta-Analysis

Woody Allen's long awaited sequel to his classic, *Psycho-Analysis*. A hip Park Avenue therapist (played brilliantly by Holly Hunter) has been schooled in a new form of analysis. Rather than singularly focusing on Freudian-based sexual motives or dysfunctional cognitive processes, Hunter believes in the increased power of an eclectic approach. Hunter combines the client's values, dreams, childhood hobbies, behaviors, birth order, motives, and astrological sign into a curious admixture, and then somehow adjusts or corrects it to produce a "true" diagnosis of the client's condition. No fan of mind games, Allen skewers both the traditional methods of analysis as well as the avant garde. However, it is not until the end of the film where the audience discovers the "true" basis of Allen's sardonic humor lies not in Hunter's misplaced faith in this New Age nonsense, but the viewer's penchant to believe its results. P. T. Barnum would have loved this film, as will you.

5 stars

False Positives

Jim Carrey reprises his role from *Dumb and Dumber* in this light-hearted, light-weight film. Carrey and his buddy (played passively by Joe Pesci) possess a charismatic charm, which lands them in a wide variety of outrageous circumstances. The audience is somehow supposed to believe that these men could con their way into such implausible settings as being co-pilots of the Concorde, thoracic surgeons, State Department undersecretaries, Chinese acrobats from Taipei, and bearded ladies in a circus. While there are a few good sight gags, the underlying premise that different organizations would repeatedly hire such maladroits strains credulity. I thought you couldn't fake an intelligence test. Sorry, but *False Positives* is a true negative.

2 stars

Suppressor Effect

This is another film on the *ad infinitum, ad nauseum* resume of Jean Claude Van Damme. Would you believe Van Damme plays a bespectacled librarian in a tender love story? Of course not. How about a wrongly accused former

Green Beret who likes to shoot up and blow up everything in sight? Now you know what this movie is all about without even having seen it. In this tasteless affront to celluloid, Van Damme eliminates everyone whose position is at variance with his. In his simplistic world, people are either true to the cause or are considered as social errors. Van Damme's job, of course, is to suppress the errors. And he does, over and over, in a myriad of ways, and never errs himself. preStallone and preSchwartzenegger, this idea may have had some appeal, but it has repeatedly been found lacking in value based upon its disassociation from reality. How many movies can you say are more banal than *Godzilla versus The Smog Monster*?

1 star

Burnout

The most recent disaster film in a series which includes *Volcano*, *Meteor*, and *Earthquake*. Martin Scorcese directs a star-studded cast that battles global warming. The entire planet is threatened by rising temperatures which are caused by an ever-widening hole in the ozone layer. An international conference is called among scientists who think they are really prominent. While all the participants are in agreement that noxious gasses are responsible for the crisis, there is no consensus as to the cause of the gas. Only two researchers, whose publications are not in prestigious journals, have unraveled the mystery. It seems the unrelenting posturing, preening, pontificating orations of the suffocatingly self-important researchers are poisoning the planet. Tommy Lee Jones and Meryl Streep must find a way to silence those who resolutely believe they and they alone can save humanity. Heart-pounding drama, great special effects, and many correction formulas.

4½ stars

LMX

A love story embedded in a very unloving context produces an eerie juxtaposition that commands our attention, if not our interest. Naomi Campbell is the love interest of Denzel Washington, who works as a programmer at a military base in Kansas. It is not just any military base, but the top-secret command center for the Star Wars missile defense system, code name "LMX." Contrary to what we have been lead to believe, LMX is not just the stuff of theory and speculation. Quite the contrary, it is fully operational. However, Washington's mind is not on his job, as he often fantasizes about forming a vertical dyad with Campbell. An impending terrorist missile attack places Washington in the position of possibly including Campbell in the in-group who know about LMX. The film taunts the viewer with portentous contrasts of Armageddon versus Nirvana. However, in the final analysis the movie disappoints. What is sup-

posed to produce tension through conflict only produces confusion. The casting is questionable, the plot is thin, the dialogue and the Kansas landscape are flat, but not the performance by Ms. Campbell.

3 stars

KR20

A high-tech thriller, which has you on the edge of your seat and leaves you guessing up to the last minute. A large multinational corporation staffs a group of nerds as a secret unit (KR20) to counter cyber-terrorism. However, it soon becomes apparent that the motives of KR20 are not internally consistent. An illusory and renowned hacker, who goes by the moniker "Alpha," toys with KR20, seemingly at will. Diligent research by a tenacious member of KR20 (played by Leonardo DiCaprio) suggests that Alpha is actually a member of KR20. When DiCaprio follows up on his suspicions, he learns that Alpha is a group, not a person. Furthermore, that group *is* KR20, making Alpha and KR20 functionally equivalent for all practical purposes. The action heats up when DiCaprio attempts to delete members of KR20 without adversely affecting its reliability, thereby tipping off the corporation which is behind the whole plot. A classic nail-biter whose taut and homogenous plot unfolds with each twist and turn.

4½ stars

Organizational Justice

The third in the trilogy of films (following *The Client* and *The Firm*) by John Grisham. In this movie, a hardened and clinically depressed attorney (played by Anthony Hopkins) joins a large prominent law firm. Hopkins is at first bemused and then troubled over the lack of dissension within the law firm. Normally a contentious lot, Hopkins discovers that all of the lawyers in this firm are placid and congenial. His character further discovers that all of the firm's cases are settled out of court. Portraits of former associates who all experienced sudden, tragic, and supposedly accidental deaths lead Hopkins to discover the dark truth about his employer. In the belief that conciliation is always more profitable than litigation, this organization metes out its own form of justice to keep dissenters in line. Hopkins vacillates between thoughts of privately taking his own life, or blowing up the entire firm and taking 200 other lawyers with him. The audience openly cheers Hopkins on to follow one of these two options, creating a surrealistic interactive movie that will not leave the typical viewer disappointed. This film has been condemned by the American Bar Association. Stilted plot; a few slow periods; but a terrific ending.

3½ stars

Work in the 21st Century

Karen May
Terranova Consulting Group

Over the past 9 years, I've been lucky enough to contribute regularly to *TIP*. While I may contribute periodically in the future, it seems I've exceeded the official time limit on editorial board members, and this column will be my last regular column. I appreciate the support of the three editors with whom I've worked, **Kurt Kraiger**, **Mike Coovert**, and **Allan Church**. They each gave me a great deal of freedom to make what I wanted of the column, and I appreciate their patience and encouragement.

My *TIP* "career" began with "*TIP* Profiles," for which I interviewed some of the newer leaders of SIOP and wrote profiles about them to help the general SIOP membership get to know them better. This column came at the suggestion of Kurt Kraiger, who was incoming *TIP* editor at the time, and who wanted to make *TIP* more about the people in the field. I had the opportunity to interview **Elaine Pulakos, Mike Campion, Wally Borman, Ed Salas, Susan Jackson,** Kurt Kraiger, **Paul Sackett**, and **Kevin Murphy**. Through each of these interviews I broadened my understanding of our field, learned how these people navigated their careers, and developed a stronger sense of the variety of ways one can be successful in I-O. I found the experience of conducting the interviews to be inspiring and rewarding, and I still appreciate the advice I received from each of them. Although I conducted these interviews years ago, I can still recall the energy and unique competence that has helped each of these individuals succeed.

I began writing about work in the 21st century shortly after Mike Coovert took over editorship of *TIP*. I was learning as much as I could about how work, jobs, and organizations were changing, and because I found that my own work was being profoundly affected by these changes, I suggested to Mike that I would write about them in my column. Mike was interested in the idea, and during the last several years I have focused my column on trying to share my thoughts and experiences about how changes in work affect the practice of I-O psychology.

I have found writing about the changes in the world of work to be a marvelous experience. Although the workplace is always a dynamic environment, this is a particularly volatile time. Between technological advances, the changing composition of the workforce, and the growing influence of the global economy, organizational structures and employees' careers are taking unprecedented and unpredictable turns. Writing this column has given me the chance to reflect on how we can contribute meaningfully to organizational effectiveness given the rapid speed of change of these environmental factors and the unpredictability of the future.

I find that I approach my consulting work differently now. With each new assignment, I try to determine how the changing nature of work affects the company, its jobs, and its employees, and to determine how my own approach should change in order to help them succeed. I have learned to make few assumptions and to change directions quickly. I have also learned that there are some things that don't change. People still want to be successful in their jobs want a sense of internal and external equity, and want personal connections with others. Organizations still need people who have the right skills and who are working toward a common set of objectives. People still resist change, even though the amount of change in their work lives has increased. So, there continues to be a real need for our knowledge and skills—our challenge is to adapt our practice to today's (and tomorrow's) demands.

One of the pleasures of writing this column was that it put me in touch with other I-O psychologists who are also fascinated by the changes happening around us. It gave me a chance to hear about their work and research, and to broaden my own perspective. To those of you who wrote with ideas, approached me at SIOP, or sent me your work— thanks, and I hope we can continue to share our thoughts and experiences.

Every once in awhile I'll get a call, letter, or e-mail from someone who has read one of my articles I'm always pleased to know that someone has read it and excited to learn what others think about the rapidly changing nature of work. This exchange is what I will miss most—so keep in touch. Karen May, Terranova Consulting Group, 61F Avenida de Orinda, Orinda, CA 94563, karen@terranovaconsulting.com, (925) 253-0458.

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Early Careers:
A Bit of Advice on the Side

Dawn L. Riddle
University of South Florida

Lori L. Foster
East Carolina University

Ah, springtime. The birds are singing, the flowers are blooming, and love is in the air. Like most people during this time of year, we find it utterly impossible to suppress those fantasies of the ultimate relationship, the blending of two passions, the fulfillment of a perfect balance with an intimate partner. Hey! This *is* a PG column, remember? We're dreaming of becoming scientist-practitioners—professionals who simultaneously satisfy both their academic and their applied love interests. It's a dream shared by many and lived by successful individuals like **Dr. Sheldon Zedeck**, the industrial-organizational psychologist featured in this issue.

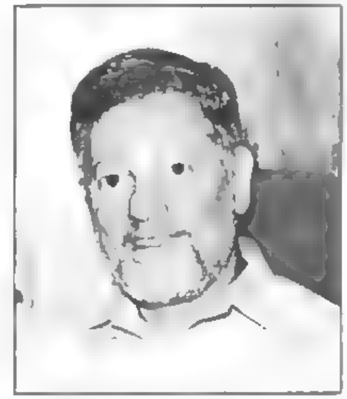
You may have seen this guy's name amidst the literature on performance appraisal systems, employee attitudes, stress, or even decision making. Regardless of the specifics, you've definitely seen his name somewhere along the way. "How did he become so successful?" you probably pondered. And perhaps more curiously, "What *is* his favorite beverage?" Providing an up close and personal interview with Dr. Zedeck, this column's first segment offers the answers to these questions and more. As you'll see, Dr. Zedeck's distinguished career provides an impressive model to which any new psychologist may wish to aspire.

Did you ever see the movie "When Harry Met Sally?" If so, you'll recall the scene where Billy Crystal (Harry) suggests that "on the side" is big with co-star Meg Ryan (Sally). This scene came to mind while we were researching the current issue's Career Gear topic suggested by Dr. Zedeck. It seems "on the side" is big with I-O psychologists as well. We're not suggesting that I-O types feel especially compelled to ask for mayo in paper cup next to their turkey on rye. Rather, we're referring to their tendency to take up extra work "on the side." According to the 1998 Income and Employment Survey of the SIOP membership, it is pretty common for academicians and consultants alike to supplement their primary incomes with part-time I-O'ing.[1] So, if you've entertained the idea of doing some work on the side, catch the forthcoming Career Gear segment. Find out what the experts have to say about early career moonlighting, and decide if "on the side" might be big with you, too.

[1] The survey reported that approximately 38% of doctoral level I-O psychologists earn some form of supplemental income.

Sheldon Zedeck: The Professional

Warning: an appropriate account of the career we're about to describe would fill multiple volumes of *TIP*. Suffice it to say, we had to stick to some highlights, which are provided next.



Educational Background

PhD, Bowling Green State University, 1969
MA, Bowling Green State University, 1967
BS, Brooklyn College, 1965

Academic Work. Dr. Zedeck is currently a professor at the University of California, Berkeley (UCB), where he has worked since July of 1969. Over the years, he has been quite involved in university affairs, performing various roles such as Chair of the Department, Chair of the Committee on Educational Policy, Chair of the Committee on Privilege and Tenure, and Director of the Institute of Industrial Relations. Amidst the administrative hubbub, he has managed to maintain several fruitful programs of research. Over the years, he's improved our understanding of prediction and selection models, performance appraisal systems, worker attitudes and motivations, information processing, decision making, stress, and work-family relationships. He has published at least 48 articles, 5 books, and 11 book chapters, and has presented his work at more than 100 conferences and related forums. He has also contributed to the literature via his editorial efforts, serving as member, associate editor, and editor of multiple journals and book series. In addition, he cofounded the well-respected journal, *Human Performance*.

Consulting Work. Dr. Zedeck's first active post-PhD consulting project was with **Milton Blood** and **Bill Graham** in the early 1970s when they developed an entrance level examination for a firefighter position in San Francisco. Since then, he has been involved in *lots* of consulting projects. His vita, which provides a partial list, catalogs a full single-spaced page of organizations he's worked with, including Allstate, the City of Miami, Georgia Pacific, and the Departments of Justice, State, and Labor.

Sabbatical Work. Dr. Zedeck's sabbaticals have taken him to many places, such as Israel, Sweden, The Netherlands, and even such exotic settings as New Jersey. True to the scientist-practitioner model, he has used his sabbatical op-

portunities to strengthen both the research and the consulting segments of his career. In Israel, he conducted research on performance appraisals, and along with **John Campbell** completed a revision of Ghiselli's *Measurement Theory for the Behavioral Sciences*. A subsequent sabbatical was spent honing applied skills at AT&T, where he involved himself in assessment center and testing work.

SIOP Activities. Dr. Zedeck was introduced to Division 14 / SIOP in 1972, when **Bob Guion** appointed him to the Education and Training Committee. Since then, he has served as Chair of the Education and Training Committee (1974–75), Member of the Workshop Committee (1975-76; 1977–79), Member of an Ad Hoc Committee (1978–79; 1985–86), Editor of everyone's favorite newsletter, *TIP* (1979–82), Member-at-Large of the Executive Committee (1982–85), President-Elect (1985–86), President (1986–87), Representative to APA Council of Representatives (1989–92), and Member and Chief Editor of the *Frontier Series* Editorial Board (1988–93). That's 20 years (excluding one year when he was out of the country on sabbatical) on SIOP's Executive Committee! In recognition of his dedication, Dr. Zedeck was presented with the SIOP Distinguished Service Contribution Award in 1996.

Up next, we focus on the personal side of Dr. Zedeck. Providing lots of behind-the-scenes info, the following segment may enlighten even the most ardent Zedeck-enthusiasts in the business.

Sheldon (or Shall We Call Him Shelly) Zedeck: The Person

True to EC style, we recently interviewed Shelly Zedeck to provide a closer glimpse of the person behind the name. The following pages summarize his responses to our (un)usual questions, which are listed in italics.

Do you have a routine that you like to follow? During the week, Shelly rises at 6:30, showers, gets dressed, has a glass of juice and a bowl of cereal (some oatmeal-raisin-kinda-thing), and heads to work. Once in his office, he brews some coffee, sits down to handle e-mail, then begin his day's work. Around noon he breaks for lunch, having a bite at his desk or venturing out with colleagues. After lunch, Shelly returns to the office and works until 5:30 or 6:00. In the evening, he dines with Marti (his wife) and Tracy (the one child who hasn't yet flown the coop). After dinner, he works until 11:00 p.m. when he watches the evening news and sports while reading the paper.

On Saturdays, he puts in a full day at the office (8:00 a.m. to 5:00 p.m.), while on Sundays he either works around the house or does some I-O or university-related work. Friday and Saturday evenings he generally doesn't work, but spends time with family or friends (going to the movies or eating out—he especially enjoys spicy food).

What do you do during your time off? Having received our questions prior to the actual interview, Shelly had some time for reflection before answering

this one. Even so, he couldn't actually recall having nonworking hours. This is not too surprising, considering his weekly routine and the length of his vita! After a bit more discussion, though, we discovered that Shelly has a true passion for travel. As a matter of fact, he recounted his daughter's observation that in 1 year the family had visited 21 countries!

During his travels, he's enjoyed coffee houses, architecture, museums, cathedrals, monuments, and people watching in countries such as Egypt, China, Turkey, Russia, and Istanbul. He's also journeyed to regions of Poland, where he visited the birthplace of his parents and his mother's childhood home.

What do you do to relieve stress? "Stress is in the eye of the beholder," counters Shelly to this question. He remarks that he generally doesn't get stressed out. (We're trying to convince him to bottle and sell the secret to this!) When he does find himself up against pressing deadlines, or in the midst of difficult personal situations, he takes a task-oriented, head-on approach—directly attacking the project or problem until it's finished or resolved.

If you were stranded on a desert island and had one piece of reading material, what would it be? "A survival manual," declares a pragmatic Shelly. You may have guessed by now, he's not the type to sit around sipping a fruity beverage from a coconut with a little paper umbrella poking out of the top. Instead, he'd spend his time figuring out how to get off the island, and presumably back to work. Clearly, we needed to rephrase this interview question.

What are your literary preferences? Ah, that's better. Shelly's library contains over 200 I-O psychology-related books! He's not into fiction; he likes his I-O journals and texts. If he were in the mood to do some non-I-O leisure reading, he'd most likely select the biography of some sports legend— Mickey Mantle, for instance[2].

Do you have a nickname? If so, how did you get it? For better or worse, Shelly's colleagues and loved ones haven't bestowed any zany nicknames upon him. He did reveal, however, that family members call him Sheldon—never Shelly. He described an incident in a museum in Rome. Standing next to a statue created by Michaelangelo, he was startled to hear someone call out, "Sheldon!" the telltale sign of a relative. Sure enough, it was a cousin who also happened to drop by Rome for a visit!

What is your favorite beverage? A Brooklynite at heart, Shelly remains true to his childhood favorite—EGG CREAMS. The reader who has never experienced an egg cream might be wondering what one could possibly do to an egg, even with cream, to warrant such devotion. Actually, egg creams don't contain eggs. Nor do they contain cream. Go figure. When pressed, Shelly

[2] Mantle has been Shelly's hero since his childhood days in Brooklyn. He even wore Mantle's number when he played ball.

divulged the ingredients for the coveted egg cream: chocolate syrup (professionals like Shelly use only "U-Bet" chocolate syrup), milk, and carbonated water / seltzer... but not just any seltzer. For a true New York egg cream, Shelly uses "Seltzer Sister's" seltzer. This seltzer comes in pressurized refillable bottles and is delivered right to your door, just like in the old days.

Although this recipe sounded reasonably legitimate, we felt compelled to check Shelly's qualifications before passing the ingredients on to our readers. Indeed, Shelly spent the summer before college as a "soda jerk" and short order cook in the Catskill Mountains. As a soda-jerk-turned-I-O-psychologist, Shelly still makes egg creams—at home, not in the Catskills.

Reflecting his interests outside of the USA, Chinese baba chow tea is the second item on Shelly's list of favorites. This tea is brewed from a combination of whole flowers, dates, nuts, berries and tea leaves. Knowing his fondness for the beverage, friends visiting from China often come bearing a batch of baba chow. Best thing is, once you've finished the tea, you can eat the goodies left in the bottom of the cup!

What factor(s) contributed significantly to your success? "Luck," "serendipity," and "being in the right place at the right time," proposes Shelly at first. The beginning of his academic career at UCB came about when Bob Guion, an I-O faculty member at Bowling Green State University, could not accept UCB's one-year visiting position. He suggested that Shelly take his place. Thirty years and one heck of a career later, Shelly's still there!

Similarly, Shelly describes the lucky opportunity to serve on SIOP's Education and Training Committee when **Mary Tenopyr** was Chair. Dr. Tenopyr's mentoring was an instrumental component of his early career. By teaching Shelly the ropes of organizational consulting, she helped him develop his scientist-practitioner interests.

Okay, we'll concede that luck may play some role in success, but we figure there's gotta be more to it. Modestly, Shelly suggests that if people see him as successful, it is also a function of hard work. He has adopted a "Don't say no" motto. (Boy would Hillary be up in arms if she knew.) When presented with an opportunity for a new project, he applies the following criteria. (a) Does it sound interesting? (b) Can I learn something new? (c) Will this project have an impact?

Other than luck and hard work, Shelly also credits the good fortune of having a very supportive family, many "colleagues turned close friends" (e.g., **Cascio, Goldstein, Landy,** and others), and mentors like **Patricia Cain Smith**, Bob Guion, Mary Tenopyr and Ed Ghiselli.

What factor(s) do you think might be critical to the success of others, in general? Aside from luck and hard work, Shelly highlights the importance of being a "trend setter," collaborating, getting involved in SIOP, maintaining

healthy sabbatical habits, and balancing work and family life. Here's what Shelly had to say relative to these topics:

- Set the trend—be bold! Approach issues from alternative perspectives, and work on multiple projects and topics simultaneously.
- Collaborate—teamwork works! Working collaboratively on projects broadens your network of contacts, exposes you to different perspectives, and may increase the visibility of your work.
- SIOP—get involved! Serve on committees and attend conferences. You'll help perpetuate your profession, and you'll increase your visibility and network of contacts as well as friends.
- Sabbaticals—a good time to run away from home! At home, it's easy to find yourself spending more and more time on campus, dealing with department issues, and basically doing what you do when you're *not* on sabbatical. Sabbatical projects away from home afford the opportunity to learn new things.
- Balance—become a subscriber! Shelly offers this final piece of advice, which helps him maintain a life outside of work. He buys season tickets to the theater, the ballet, and various sporting events. According to Shelly, it's a whole lot easier to take time out and enjoy leisure activities when they are on your calendar and scheduled ahead of time.

If you were to choose a topic for our column's Career Gear segment, what would it be? In response to this final query, Shelly focused on the issues that arise when a new psychologist attempts to combine academic and consulting careers. He's a firm believer in the scientist-practitioner model and feels it warrants considerable attention in a column of this nature. Therefore, the following segment elaborates on whether a new professional should attempt to blend the science and practice of I-O psychology.

Career Gear

The scientist-practitioner—you've heard of him, right? He's the guy who wows everyone from the students in the classroom to the clients in the conference room. She's the gal who cranks out top-tier journal articles while developing innovative solutions to the toughest real world problems in town. But are we supposed to begin our careers this way, or should we wait and establish ourselves as reputable academicians or consultants before turning to the other side? What are the in's and out's of attempting to become a scientist-practitioner during the early days of one's career?

After scratching our heads and pondering these questions for a while, we took a trip down the information superhighway in search of answers. Okay, so maybe "trip down the information superhighway" is a bit grandiose, but it sure beats "we e-mailed a bunch of people and desperately hoped they'd respond to our questions." In any event, we gathered input from a number of knowledge-

able academic and practitioner types who were kind enough to share their views on whether new I-O psychologists should attempt to combine academic and consulting work early on.[1] This segment offers advantages, disadvantages, and advice believed to be important for the early career psychologist with scientist-practitioner ambitions. We address the topic first from the academician's viewpoint and then from the practitioner's perspective.

The Academic's Perspective

The advantages of pursuing consulting work on the side. To consult, or not to consult—that is the question that plagues many a new assistant professor. Indeed, there are some notable advantages associated with conducting applied work on the side. For starters, it can actually enhance classroom instruction. "Field work gives one examples to introduce in courses," remarks **George Thornton,** a Colorado State University Professor.

David Day, an Associate Professor from Penn State University agrees. "It provides some nice 'war stories' ... and it helps build credibility with your students."

Edward Levine, Professor and Chair of the Department of Psychology at the University of South Florida, adds that field work may also afford important instructional opportunities outside of the classroom. "Consulting contracts can provide support and solid training experiences for grad students." This advantage clearly benefits the student, the instructor, and the department as well.

Of course, few people earn tenure on great teaching alone. Most departments expect and require new professors to establish a program of research. Must these research aspirations hamper opportunities for part-time consulting gigs? Not necessarily. In fact, under the right circumstances, applied projects can enhance academic pursuits by allowing researchers to identify and focus on "real life experiences and problems in organizations," says Dr. Thornton. "This stimulus can make one's research more relevant and (help one to) avoid investigating trivial matters." Furthermore, when conducted under the right conditions, field work can generate publishable data. And by gosh there's nothing a new assistant professor likes more than publishable data! Finally, "and most importantly for many individuals, field work lets one make a real difference in the lives of people and the success of organizations," says Dr. Thornton.

Thus, part-time consulting can benefit a new assistant professor by enhancing his or her teaching, research, and real-world impact. Anything else? "Oh yeah, the extra money is nice too," adds Dr. Day.

[1] Special thanks to the following individuals who took time out of their busy schedules to contribute to this column: Ed Levine (University of South Florida), Dave Day (Penn State University), George Thornton III (Colorado State University), **Karen Paul** (3M), **Sandra Davis** (MDA Consulting Group, Inc.), and **Allan H. Church** (W. Warner Burke Associates, Inc.). Just for the record, requesting the *TIP* editor's input does NOT constitute a shameless attempt to butter up the person in charge of our column. (By the way—thanks, Allan, for the deadline extension.)

The Disadvantages of Pursuing Consulting Work on the Side

But, wait—hold it right there! Put down your stack of business cards and set aside that three-piece suit, at least for a few moments. There are some important disadvantages to consider before you go out and sell your I-O wares to the business world. If the new assistant professor is not careful, extracurricular I-O can seriously hinder progress toward tenure and promotion. "My graduate school cohort referred to consulting as the 'black hole,'" explains Dr. Day. "It has this way of sucking people in, never to be heard from again. I'm only slightly kidding about that. You need to be careful to protect your time as an assistant professor. Clients are notoriously demanding and needy and before you know it, the consulting project has become full time."

One should also consider the norms of the department when deciding whether to accept a field project. As Dr. Thornton points out, "in some departments of psychology and management, the consultant is looked down upon by colleagues who perceive themselves as more 'pure' scientists. Such folks may be members of promotion and tenure committees."

Dr. Levine agrees. "If consulting calls for a junior faculty member to be out of the office very often so students, the chair, and colleagues are asking where Dr. So and So is all the time, tenure may be adversely affected."

Advice for the New Assistant Professor

So, what do you do? For starters, consider waiting a little while before accepting your first consulting contract. "If possible, wait at least until after you've successfully made it through a pre-tenure review," advises Dr. Day. "You first need to build your reputation within your department and college as a strong scholar. If you are struggling with that, then consulting will only make things worse."

When you do decide to take the plunge, attempt to use your consulting venues as research and writing opportunities as well. "Try to leverage the field work into some sources of publishable data," suggests Dr. Thornton. "Get agreements ahead of time about whether you can use the data for research."

Finally, you should clearly express your availability to the potential client. "Estimate how much time every week you can afford to devote to the project, and be straightforward with the client about it," says Dr. Day. "Then, watch out for black holes."

The Consultant's Perspective

The Advantages of Pursuing Academic Work on the Side

Of course, there's still another side to this story. When trying to determine whether to pursue part-time "academic" interests (i.e., teaching, research, and / or publishing), the new consultant often faces considerations that are quite dif-

ferent from those previously described. Let's begin with the advantages associated with part-time academic pursuits. Such work can benefit new consultants by enhancing their credibility with clients. As Karen Paul, a manager of survey research at 3M notes, "being able to speak knowledgeably about a topic based on your own research is invaluable when clients are faced with a sea of competing opinions from a variety of sources." Furthermore, "the discipline of research and professional review keep the skills you spent many (graduate school) years honing sharp."

And if credibility and razor-sharp research skills sound appealing, consider the effect that academic pursuits can have on your *consulting* skills. Both Sandra Davis (CEO, MDA Consulting Group, Inc.) and Allan Church (Principal, W. Warner Burke Associates, Inc.) feel that academic pursuits can improve a new consultant's applied skills. More specifically, academic side work can help you "stay up to date with the latest research in the field," and "maintain a solid theoretical foundation for the practical, consulting work you do," explains Dr. Davis.

Dr. Church agrees, adding that "although one can certainly become an expert consultant (or is that an oxymoron?) in certain areas through experience, publishing and teaching require that additional levels of content depth be developed and maintained. By engaging in these activities on the side, a relatively new consultant can begin to build his/her knowledge base...there are tons of consultants out there, so any edge helps."

Academic side work not only gives you an edge in the general business world, it can also improve your position in the world of I-O by giving you "a chance to develop a specialized area of expertise," says Dr. Davis.

In addition, it demonstrates your interest in and appreciation for "the other side." As Dr. Church explains, "my appreciation for my academic colleagues grew considerably after my own teaching experience a few summers back... moreover, until you've had a paper torn to shreds by a series of reviewers at one journal only to have it heralded as a great contribution at another, it is almost impossible to relate to anyone else's complaints over the publishing process."

Last but not least, academic side work promotes our field's scientist-practitioner ideal. "To the extent that you can combine academic research with your practice, you are coming closer to the goal of our field—that of a scientist-practitioner," says Dr. Paul.

This last one is a benefit that "is more for the field in general than for the individual," Dr. Church admits. But, by pursuing academic side work, "the consultant is giving something back to the larger I-O community and thereby making a contribution to the growth and development of the field itself. Although this may not motivate every consultant out there to teach and write, it is an important role and contribution that needs to be made to help maintain our scientist-practitioner balance."

The Disadvantages of Pursuing Academic Work on the Side

Naturally, academic side work is not without its drawbacks. So, minimize your SPSS program for just another moment or two, and consider the following. Visible research pursuits may shape your organizational role in unintended ways. "Depending on the type of research, inferences might be made about you and your career such as 'he/she wouldn't be happy in an operations role,'" notes Dr. Paul. The organization may increasingly view you as a "commodity for data analysis."

Dr. Davis adds that if you're not careful, academic pursuits can slow the development of your consulting skills. Extensive research into one topic may motivate you to use one tool or approach to the exclusion of having a 'bag of approaches' to draw from." Furthermore, "you reinforce speaking the language of academia rather than learning to translate your theoretical understanding into terms that your clients can comprehend."

Finally, part-time academic work can devour the new consultant's time, which is all too scarce. "You focus your spare reading and learning time on theoretical issues, at a time when you need to be learning about the practical aspects of consulting and about the business world in general," explains Dr. Davis.

Drs. Church and Paul agree that time constraints must certainly be considered. As Dr. Paul points out, "To the extent that you invest your (spare) time in research, it is not available for something else." If the new consultant is not careful, extra side work can adversely affect work-life balance.

Advice for the New Consultant

Incidentally, the first piece of advice for the new consultant mirrors the first recommendation extended to the uninitiated academic. Consider waiting just a little while before pursuing part-time academic endeavors. "Wait for a couple of years before you try to combine (academic and consulting work)," suggests Dr. Davis. "If you have just completed your PhD and you have spent little time with applied projects, you could be much more effective in academic pursuits with some practical experience behind you."

Once you're ready to try some academic moonlighting, take a resourceful, opportunistic approach. "Be creative and always look for multiple uses for (your) work," advises Dr. Church. "Try taking that presentation of survey results made to a client and turning it into an applied paper or conference presentation somewhere."

Dr. Paul seconds this motion, noting that a new consultant should try to combine his or her research interests with current work projects. "I learned this trick from Dr. Patricia Cain Smith, as she always looks for ways to 'smuggle in' her research interests with her consulting to the benefit of her clients, colleagues, students, and research." But, how do you get the client to agree to the research proposal? According to Dr. Paul, oftentimes all you have to do is ask. **"Kevin**

Nilan and I found working on a project on trust in management for our company that our senior executives were so excited and supportive of the research they encouraged us to do further research and publish the results," she says.

Once you've landed the organizational okay, try collaborating on the text with someone in academics or another company. "The social pressure to get something done you've agreed to work on is an amazing motivator," remarks Dr. Paul, adding "you should try to stick to work for which you have a passion."

Dr. Church agrees. "It is very important to choose projects...that are both accomplishable, inherently interesting, and that will be personally rewarding." Church's final advice? Just do it. "I would strongly encourage consultants to pursue (academic) activities...Such a course will ensure both the evolution of the field of I-O, and the long-term survival of the young professional."

Conclusion

In conclusion, there's a good reason why the scientist-practitioner model is the party line. Close connections between academics and practice clearly benefit the individual, the organization, and the field. Dr. Zedeck is living proof that this ideal can be accomplished. New psychologists, however, must make sure they're equipped to help bridge the gap between academics and practice. They should proceed with great caution, carefully weighing the advantages and disadvantages of simultaneously pursuing academic and consulting endeavors early in their careers. We hope, the pros and cons outlined in this column will facilitate informed decisions and help new professionals bridge the gap without getting sucked into the proverbial black hole.

A final note. Stay tuned for the next issue of **Early Careers**, featuring Dr. **Nancy Tippins** of GTE. After promising we wouldn't use our hard-nosed *TIP* journalistic tendencies to contact parents or childhood sweethearts, we were able to convince Dr. Tippins to appear in July 2000 edition! This one will surely earn a place atop your summer reading list. 'Til next time…

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Global Vision: The Passing of the Torch Down Under

Charmine E. J. Härtel
University of Queensland, Australia

This year sees not just the passing of the torch down under at the Olympics, but also in the hand-off of this column to my colleagues, Professor Boris Kabanoff and **Dr. Mark Griffin** at Queensland University of Technology here in Brisbane, Australia.

Kurt Kraiger initiated the column as Vantage 2000 to address the anticipated demographic shifts in the U.S. workforce forecast and publicized in such books as Workforce 2000. I continued the focus on diversity issues, and signaled with the name change of the column to *Global Vision* my hope of broadening the column to include pluralistic and international perspectives and contributions regarding research, teaching and professional practice. I am pleased to hand the column over to Boris and Mark, whose extensive international exposure and professional involvement will serve to bring to you a worldwide perspective on work and organizational psychology.

It certainly has been one of my aims in this column to showcase research and practice from around the world and highlight contributions to work psychology from areas beyond U.S. borders. Boris and Mark will advance the mission of *Global Vision* to be a forum for discussing international developments and perspectives in work and organizational psychology. If you would like to contribute to future editions of this column, please contact either Boris or Mark at the addresses at the end of this article.

Diversity and HR Policies and Programs

This, my last column, will showcase research and theory relating to diversity and HR policies and programs straddling two continents. These studies highlight the new directions in HR relating to internationalization and increasing diversity. Each paper has implications for views, research, and practice relating to HR and diversity

Diversity: How We Define It and How We View It Are Important Considerations in the Design and Implementation of Organizational Diversity Policies and Practices

Frank Linnehan of Drexel University and Alison Konrad of Temple University in the U.S. recently sent me a copy of their paper, which admonishes those of us involved in diversity practice or research to take care in how we define diversity (Linnehan & Konrad, 1999). One of the key points they make is that power inequalities among groups underlie some of the most challenging problems arising in diverse workforces. Addressing intergroup differences in power, they argue, is undermined when practitioners and researchers alike define diversity broadly as individual differences among people. Second, similar to the point made by **Art Brief** in an article discussed in the January 1999 issue of this column, issues of racism and discrimination are rarely being considered in the dialogue about diversity. Although it is fine to point out the economic gains that can be achieved through diversity, this should not overshadow or replace discussions of negative stereotyping. Third, programs designed for groups unequal in power are being diluted, they argue, by concerns about members outside those groups. I found a number of thought-provoking ideas in the paper, which I have used to modify my own discourse on diversity (e.g., Härtel and Fujimoto, in press). I certainly would urge any persons whose work involves diversity issues to read this article and reflect on their own ways of conceptualizing diversity and the messages conveyed in the design and implementation of organizational diversity policies and practices.

Affirmative Action Program Management

Dennis Doverspike, at the University of Akron, sent me a number of publications he has coauthored, which relate to factors influencing the perceptions and effectiveness of affirmative action programs. Some of Dennis's research addresses the effects of affirmative action policies on beneficiaries' experiences and attitudes. In one article, the point is made that affirmative action programs that do not emphasize merit can result in co-workers having a diminished view of the beneficiary's ability (Taylor-Carter, Doverspike, & Cook, 1996). Moreover, the lack of a merit emphasis can lead to lowered self-confidence and ability devaluation by beneficiaries. A number of remedies are offered in this article, which aim to help practitioners manage affirmative action programs in ways that avoid negatively affecting the organization's ability to attract and retain a diverse workforce. One remedy advocated is management support and enforcement of affirmative action programs. Another recommendation is that education and communication concerning diversity programs should emphasize the goal of overcoming low representation of minorities stemming from past discriminatory practices without compromising qualifications standards. Interventions are required, they argue, that aim to change negative stereotypes. Publicizing the success of employees affected by affirmative action programs and diversity training programs are two suggested remedies for negative stereotyping. Social support networks, mentoring programs, and positive feedback are suggested as ways of maintaining beneficiaries' work-related self-esteem.

In another article, it is suggested that data on the inequities in the organization be included as part of the education effort regarding affirmative action programs (Taylor-Carter, Doverspike, & Cook, 1995). Providing a context for the affirmative action program is argued to be an important means of reducing resistance to the program.

Identification and Consequences of Individual Differences in the Ability to Relate to a Diverse Workforce

I first began looking at the attitudes of individuals towards diverse others in 1993. In a study with then master's student Rick Trumble, we developed and examined the proposition that individuals differed in the degree to which their decision making regarding other employees involved nonjob-relevant (as compared with job-relevant) factors (Härtel & Trumble, 1997). Work began at that time on a measure to assess individuals' general cultural openness, ranging from what was coined as "diversity-openness" to "diversity-closedness." Shortly after this study, I worked with then master's student **Shane Douthitt** in a refinement of this measure and an assessment of its predictive ability in organizational decision making. Our research showed that discriminatory performance ratings were predicted by the level of diversity openness of the rater, with higher levels of openness being associated with more equitable ratings (Härtel, Douthitt, Härtel, & Douthitt, 1999). Shane has continued working with this idea. Currently, he is completing his PhD at the University of Georgia, which involves the development and validation of a biodata measure of receptivity to dissimilar others. Description of the development as well as the actual measure can be obtained in Shane's recent publication in *The International Journal of Selection and Assessment* (Douthitt, Eby, & Simon, 1999). My recent work in this area includes theoretical and empirical developments relating to openness to dissimilarity as a mediating variable of diversity effects in organizations with PhD student Yuka Fujimoto (Fujimoto, Härtel, Härtel, & Baker, in press; Härtel, Fujimoto, & Härtel, in press; Härtel & Fujimoto, 1999).

HR in Australia: Findings From A National Survey of Senior HR Managers

Cathy Fisher and Peter Dowling, both of the University of Tasmania, report on findings from a national survey of HR directors from 322 public and private sector organizations (Fisher & Dowling, 1999). From the perspective of these respondents, the most significant changes to HR in Australia in the last 5 years have been the focus on HR policy integration and strategy, the move toward a collaborative employer–employee relationship, and the contribution of HR to company performance. Interestingly, the same three issues were nominated as the most significant issues for HR in Australia in the next 5 years. Other nominated areas affecting the future activities of HR departments were internationalization, technology, performance management, and outsourcing. Respondents were also asked to nominate important new policy initiatives in their organizations in the last 5 years. Common to most of the organizations were new policies, programs, and systems in the areas of performance appraisal, recruitment, and training and development.

Final Comments of the Outgoing Editor

In concluding my editorial role in this column, which has spanned the last 8 years, I would like to say thank you to all those persons who have sent in contributions or whose work I have showcased in this column. I hope that the column has stimulated you, as it has me, to reflect upon personal values, approaches, and beliefs regarding work and the field of organizational psychology. I also hope that the column has, in some way, contributed to SIOP becoming more international in its consideration and coverage of research and practice in work and organizational psychology. The diversity of research and practice presented in this column have been good reminders that organizational research and practice are shaped by the history and contemporary nature of the social-political, cultural, legal, philosophical, and economic systems within which it is undertaken.

Column Mission and Call for Contributions for Upcoming Columns

My aim of the column serving as a forum for discussing within a global framework the future of practice and research related to work and the workplace will continue, and no doubt be extended, under Boris and Mark's editorship. As have preceding editors of this column, they will need your input to grow the column. So, I hope that no matter where you are in the world, you will e-mail, call, write or fax either of them with your suggestions, views, requests and contributions. Boris and Mark's contact details are: Faculty of Business, Queensland University of Technology, Brisbane, Queensland 4000, Australia; e-mail: b.kabanoff@qut.edu.au Phone: +61 7 3864-2944; FAX: +61 7 3864-1313 or m.griffin@qut.edu.au Phone: +61 7 3864-1766; FAX: +61 7 3864-1766.

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Building Bridges

K. Denise Bane
The Orris Center for Professional Development

I hope you all have planned to attend the wide range of networking events available at this year's SIOP conference! In particular, please get involved in the SIOP Committee on Ethnic Minority Affairs (CEMA). We'll meet on Saturday for our business meeting from 3:30 to 4:20 p.m. and for our reception from to 5–6 p.m. Both events will be in the Gentilly Room. We need lots of input and volunteers as we plan for future events and activities.

CEMA News

If you are interested in becoming more involved with the SIOP Committee on Ethnic Minority Affairs (CEMA), please contact the committee chair, **Beth Chung**, at bgc4@cornell.edu.

If you would like to be included in the mailing list/directory of individuals interested in CEMA activities, please contact **Crissie Frye** at cmfrye@aol.com. To join the CEMA listserv, send the following one-line message to listserv@lists.cudenver.edu: SUBSCRIBE CEMA [your name] For example: SUBSCRIBE CEMA John Doe

If you would like to be involved in the CEMA networking task force, please contact me. Suggestions for activities and programs are encouraged.

Jim Outtz heads the mentoring task force and is seeking ethnic minority protégés who have either already graduated or are very advanced in their PhD program. If you would like to have a mentor, you may contact him at jlouttz@aol.com.

If you have comments, column ideas and/or would like to contribute to **Building Bridges**, please contact K. Denise Bane at The Orris Center for Professional Development, 1010 Prospect Avenue, Plainfield, NJ 07060, TEL: (908) 561-4427, FAX: (908) 561-6009, dbane@orriscenter.com.

Secretary's Report

Janet Barnes-Farrell

The Winter meeting of SIOP's Executive Committee and Committee Chairs was held on January 15 and 16, 2000 in Arlington, Virginia. Highlights of decisions and topics of discussion at the meeting follow.

- The Society has contracted with a consultant in Bowling Green, Ohio to develop a public relations system for SIOP, including the development of media contacts and media skills training for the Administrative Office and SIOP members who may be asked to interact with the media.
- **Angelo DeNisi** reported that a letter signed by several members of the Executive Committee was published in a recent issue of the APA *Monitor*. The letter was a response to an article in the *Monitor* that uncritically advocated clinician movement into organizational settings without any recognition of the need for appropriate training.
- A motion was approved to recommend a bylaws amendment to the membership that would change the status of the Committee on Ethnic Minority Affairs (EMA) from an ad hoc committee to a standing committee of the Society.
- **Dave Dorsey** described his plans and goals for the Electronic Communications Committee, which include updating the design of the current SIOP web site. Another high-priority item for the committee is development of a policy for accepting material and links for inclusion on the site.
- A motion was approved that an amendment to the bylaws regarding fellowship be recommended to the membership. The amendment would change the bylaws language to make it clear that Society Foreign Affiliates are eligible for fellowship in the Society.
- Members of the Foundation Committee met with the Long Range Planning Committee on January 14 to discuss goals for the use of the Advancement Fund of the SIOP Foundation and strategies for generating proposed projects to be funded. The Foundation is planning a special recognition event at the spring SIOP Conference.
- The Education and Training Committee was given the go-ahead to begin gathering information from master's and doctoral programs to update the guide to graduate programs in I-O psychology.
- **Jan Cleveland** provided an overview of several topics discussed during the January 14 meeting of the Long Range Planning Committee and recommendations that emerged from those discussions. The LRP committee recommends the formation of an ad hoc committee whose charge would be to identify sources of support for our activities within APA, communicating SIOP activities to APA via appropriate APA channels, monitoring APA activities of relevance to SIOP, and raising APA mem-

bers' awareness of SIOP members' skills and activities. Problems relating to the growth of the annual conference were also discussed; LRP directed some recommendations to the problem of arranging sufficient hotel accommodations for people who attend the annual conference.

- **Fritz Drasgow** reported that the revised *Standards* document produced by APA was responsive to the concerns of SIOP members, but it is highly academic in orientation. There is a need for a document that outlines the applied implications of this document for practitioners. The Scientific Affairs committee will investigate the feasibility of drafting a users' guide to the *Standards*.
- **Angelo DeNisi** described a proposal that the Society has received for an affiliated student organization, SIOPSA, and considerable discussion of student concerns ensued. Although there was not support for the proposed organization, there was general consensus that the Society should identify vehicles to integrate students and their concerns more completely into SIOP. Toward this end, the Executive Committee will sponsor a conversation hour at the Spring conference aimed at identifying students' concerns and gathering student input.
- **Dave Hofmann** reported that three expanded tutorials will be offered at the Spring 2000 annual conference. The ad hoc committee formed to develop this initiative has accomplished its task and will be disbanded.
- Time during the meeting was devoted to breakout group discussions of three important issues facing the Society: (a) the future of the annual conference; (b) threats and opportunities for the future of the field of I-O psychology; (c) improving the effectiveness of APA/SIOP relations. Several suggestions that emerged from the breakout discussions will be pursued by appropriate committees.

Also noted during the meeting:

- Membership figures for the Society currently stand at 3,500 full members (a 7.5% increase from last year) and a total of 5,571 paid members.
- Implementation of the new placement service will be in place by the time of the Conference in April.
- The Professional Practice Committee is making final revisions to a member survey that it will administer to a sample of SIOP members and student affiliates; the committee's goal is to have the results available for the Spring meeting of the Executive Committee.
- A State Affairs web page will be posted on the SIOP web site by the end of January.

If you have questions or comments, I encourage you to contact me directly by e-mail, Janet.Barnes-Farrell@uconn.edu; or phone, (860) 486-5929.

The Latest on State Licensure and Activities of the State Affairs Committee

Kalen F. Pieper
Bristol-Myers Squibb Company

The topic of state licensure usually meets with one of the following reactions:

(1) I do not know anything about licensure and state laws and don't want to.

(2) I know enough about licensure to know that:
  a. I am exempt from becoming licensed.
  b. I don't want to have anything to do with licensure.

(3) The state that I live in requires that I become licensed, therefore:
  a. I have become licensed.
  b. I have tried to become licensed but have run into roadblocks.

A special task force was assembled in 1993 to reexamine SIOP's policy on licensure, given these varied perspectives from SIOP's members. In the July 1996 issue of *TIP*, Mike Campion published SIOP's new Policy on Licensure (Campion, 1996). Specifically the policy stated, "SIOP recognizes that some states require that certain areas of I-O practice be licensed. SIOP members should be allowed to be licensed in these states if they desire, and SIOP should provide guidance to state licensing boards on how to evaluate the education and training of an I-O psychologist." In addition, the policy stated that industrial and organizational psychologists, as citizens, obey the laws in the states in which they live and work.

The purpose of this article is to update our members on recent activities regarding licensure.

Licensure of the title "psychologist" (known as a title law) and/or the practice of "psychology" (known as a practice law) is restricted in almost every state in the U.S. and province in Canada. The laws differ significantly by state and range from preventing I-O psychologists from becoming licensed, to having a separate policy for I-O psychologists. State licensure requirements differ but are comprised of a few main components:

- Completion of a PhD/PsyD from an accredited university
- Supervision for a period of time from a licensed psychologist
- Achieving a qualifying score (varies by state) on the Examination on Professional Practice in Psychology (EPPP)
- Passing an oral exam conducted by the state board

SIOP's State Affairs Committee's primary responsibility is to promote the interest of the Society and its members regarding licensure. This objective is achieved by staying abreast of state laws that impact our membership

and working with relevant state psychological associations, licensing boards, and SIOP membership to effect changes in licensure requirements, where needed.

The State Affairs Committee's main activities in 1999 were to:

(a) Identify states/provinces in need of change,

(b) Create resources for SIOP members who have questions regarding licensure.

Identify States/Provinces Where Change Is Needed:

In order to identify states/provinces in need of change, the committee reviewed the current licensure laws for each state/province and identified areas in which the definition of psychology encompassed I-O practice, but the requirements for licensure made it difficult for I-Os to become licensed. Seventeen states/provinces were identified:

- Arizona
- Arkansas
- Connecticut
- District of Columbia
- Illinois
- Iowa
- Kentucky
- Manitoba
- Michigan
- Minnesota
- Mississippi
- New Mexico
- North Dakota
- Rhode Island
- Saskatchewan
- Tennessee
- Wisconsin

A survey was then developed and distributed to members of the identified states (around 670 surveys were distributed) to determine if the SIOP members of these areas felt a need to change the current licensure laws. We received approximately 130 responses. From these replies, 5 states were targeted for further action:

- Connecticut
- Illinois
- Michigan
- Tennessee
- Rhode Island

As this article is going to press, the State Affairs Committee is further exploring each of these states by coordinating efforts with SIOP members of these states (through local I-O groups where possible), reviewing the procedure to change the state law, if desired by members, and working with the Association of State and Provincial Psychology Boards to develop tactics for change.

The committee will repeat these activities annually to determine necessary action for the upcoming year.

Develop Resources That Will Educate SIOP Membership On and Address Questions Regarding Licensure

Thanks to the efforts of **Janet Barnes-Farrell, Ara Wade**, and **Kris Canali**, the State Affairs Committee has developed a web page on the SIOP

Table 1. State Allocation

NAME	STATES
David W. Arnold	Illinois, Indiana, Iowa
Donald L. Fischer	Arkansas, Kansas, Missouri
Michael Flanagan	California, Hawaii, Alaska
Greg Gormanous	Louisiana, Alabama
Theodore Hayes	South Dakota, Montana, Nebraska
Norman Hertz	Nevada, Oregon, Utah
Alison Mallard	Florida, Georgia, South Carolina
William McDaniel	Kentucky, Tennessee, Oklahoma
Morton S. McPhail	Texas, Wyoming, Colorado
Peter M. Scontrino	Alberta, Canada, British Colombia, Idaho, Washington
Kalen F. Pieper	Maine, Massachusetts, New Hampshire
Sandra Lionetti	Delaware, New Jersey, New York
Janet Barnes-Farrell	Connecticut, Rhode Island, New Brunswick, Canada
Margaret Barton	North Dakota, Wisconsin
Timothy Crespin	Ohio, West Virginia, Pennsylvania
Kimberly Schneider	Mississippi, New Mexico, Arizona
Jill K. Wheeler	Maryland, North Carolina, Virginia, District of Columbia
Seth Kamen	Vermont, Quebec, Ontario
Kyle Lundby	Winnipeg, Michigan, Minnesota, Saskatchawan

website. This web page covers general information and questions regarding licensure. In addition, the page provides a link to each state/province board so that members can gain specific information.

In addition, each State Affairs Committee member has been designated point person of a state/province. This individual will serve as the initial contact for our membership with any questions/concerns they may have regarding their state's laws. See the attached table for your representative.

The State Affairs Committee will meet during the SIOP conference. We will be setting aside 1 hour of this meeting for members to stop by and discuss any issues/concerns they may have regarding licensure. Watch the announcement board for time and location of this meeting.

The State Affairs Committee has spent the last few years identifying areas in need of change and developing some basic communication tools to communicate with the membership. We hope you find these resources useful and look forward to your comments and ideas for future activities of the committee.

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2000 American Psychological Association Convention Division 14 (SIOP) Program

Jan A. Cannon-Bowers and Danielle Merket
Naval Air Warfare Center Training Systems Division, Orlando, FL

Make your end-of-summer travel plans early! The first APA Convention of the new millennium will be held in Washington, DC from August 4th through August 8th. Division 14 events will be scheduled during the 3-day Focus on Science Program, which begins on **Friday, August 4th and runs through Sunday, August 6th**.

This year, **Frank Landy** will highlight Division 14's program with an invited address on "Science, Psychometrics, and the Law: Strange Bedfellows." We have also been fortunate enough to secure several outstanding symposia, conversation hours, panel discussions, and roundtables. Topics include personality and performance in leadership positions, personality assessment, qualitative research in I-O psychology, credentialing, cross-cultural teams, and I-O solutions to problems in the information technology industry. Paper sessions will be focused around timely workplace issues such as stress at work, selection/assessment, organizational development, and diversity. A number of SIOP members, including **David Baker, Boris Baltes, Gwenith Fisher, Leaetta Hough, Richard Klimoski, James LeBreton, Dwayne Norris, Deniz Ones, Brian Ruggeberg**, and **Dan Svyantek** will be chairing or co-chairing the scheduled events. In addition, we have arranged to co-sponsor a symposium with Division 21 (Applied Experimental and Engineering Psychology) on recent breakthroughs in the information technology industry. These are just a few of the exciting events we have planned. An all-inclusive Division 14 Program Schedule will be provided in the July issue of *TIP*.

If you have any questions regarding the APA Division 14 Program content or schedule, please contact Jan Cannon-Bowers at cannonbowja@navair.navy.mil (APA Division 14 Program Chair) or Danielle Merket at merketdc@navair.navy.mil. We look forward to seeing you in DC in August!

A Clarification on the Division of Consulting Psychology's Activities in Developing Practice Guidelines

Andy Garman
APA Division 13 Education and Training Committee Member

Ann O'Roark
APA 13 President

Rodney Lowman
APA Division 13 Education and Training Committee Chair

In a recent issue of *TIP* (volume 37, number 3), we were delighted to read of **Angelo DeNisi's** concerns about the perils of psychologists assuming organizational consulting roles for which they were improperly trained or undertrained. However, this same article described Division 13 of APA (the Division of Consulting Psychology) in a manner that concerned us greatly. As members of both SIOP and Division 13, we are writing this article to more accurately describe the activities of Division 13 related to practice guidelines; in the process, we hope to clear up some of these misunderstandings, and also to facilitate ongoing dialogues between these two divisions regarding professional practice in the area of organizational consultation.

About the Division of Consulting Psychologists (Division 13)

For SIOP members who may not be familiar with Division 13 of APA (the Division of Consulting Psychology, or D13), a brief introduction may be helpful. D13 was originally established within the American Psychological Association to address the concern that there were no explicit qualifications or guidelines established for psychologists working as examiners and/or psychological experts. This need to clarify standards, formally identified in the mid-1910s, resurfaced several times throughout the 20th century in response to changes in psychologists' roles in assessment, consultation, and intervention, always with the same goals: to protect the public as well as to maintain the highest professional standards for psychologists.

Currently, D13 has a membership of approximately 1,200 psychologists. Although its membership includes many psychologists with clinical and counseling backgrounds, approximately 22% of its members graduated from I-O or organizational programs, according to a survey reported in 1997. The typical D13 member is 43 years of age, and has practiced applied psychological roles in organizational settings for over a decade. Approximately 80% of D13's members belong to more than one division; of those, the greatest number (23%) also belong to SIOP. D13 publishes a newsletter (*The Update*) and a peer-reviewed journal (*Consulting Psychology Journal: Practice and Research*) (*CPJ*) in conjunction with the Educational Publishing Foundation of APA.

Professional Roles of Division 13 Members

In general, D13 members practice most frequently in areas in which interpersonal processes and psychological development are the focal concerns. A survey of D13 members found individual psychological assessment to be the most frequently cited organizational consulting role, followed by individual process consultation, general problem solving, and organizational development (Robinson Kurpius et al., 1995). Roles most closely associated with specialized I-O training (e.g. test construction and validation) were infrequently endorsed by D13 members as part of their professional roles. This profile of D13 members and their practices reveals three important points: first, D13 members, including those who are not I-O psychologists, have a long history of practicing in organizational consulting roles; second, that most D13 members have many years' postdoctoral experience; third, except for occasional special applications of individual assessment, most of the work of D13 members falls outside of the jurisdiction of required professional licensure.

Division 13's Concern about Organizational Consulting

In his column, Dr. DeNisi stated that D13 is developing guidelines for executive coaching. He was quoting from a source which (unbeknownst to him) contained inaccurate information. Although D13 *is* involved in drafting practice guidelines, these guidelines are neither specific to executive coaching, nor do they advocate for clinical or counseling degrees (or against I-O degrees) as preparation for organizational consulting.

The motivations behind D13's decision to pursue the development of practice guidelines is perhaps most clearly illustrated by several articles recently published in *CPJ*. Two articles, one by Garman and Hellkamp (1998) and the other by Lowman (1998), describe the application of psychological principles to working with organizations as a domain larger than any one doctoral program currently being offered. I-O psychologists, for all their training in organizational psychology and assessment, do not always receive the level of course work necessary to be optimally effective in individual change roles such as process consultation or executive coaching. Similarly, clinical and counseling psychologists, for all their training in individual assessment and facilitating individual change, do not typically receive adequate preparation to work effectively on many of the human resource issues I-O psychologists are well prepared for, including job analysis, test validation, compensation design, and performance assessment.

In short, graduates of any doctoral degree will likely need additional training before practicing effectively in some areas of psychological consultation. Currently, there are no universally accepted guidelines for pursuing such training. This leaves training decisions entirely up to the individual practitioner, which works well in some ways but falls short in others. In particular, consum-

ers of our services have no way of distinguishing psychologists who have been adequately prepared for these roles from those who are not fully prepared.

Division 13's Current Position on Licensure

The issue of licensure, also mentioned in Dr. DeNisi's column, is a complicated one, for several reasons. Perhaps most importantly, consumers of our services often cannot and do not differentiate between various types of psychologists; what one psychologist does well or poorly affects our entire profession. Clinical psychology is currently a licensable profession, and while D13 does not view clinical licensure as in any way proof of competency to practice organizational consultation, we share Dr. DeNisi's concern about the public's potential confusion regarding licensure.

In summary, D13's concerns regarding psychological consultation to organizations is in the interest of protecting the public as well as the reputation of our profession. Our experiences with both divisions lead us to believe that D13's interests parallel those of SIOP in many ways.

How Division 13 and SIOP Can (And Should) Work Together

Rather than attempting to exclude SIOP from these discussions, we share Dr. DeNisi's desire to have SIOP members involved. Although there are aspects of D13's and SIOP's interests and professional practices that are distinct, the two divisions share at least two goals in common: helping organizations achieve the fullest potential of their investments in people, and establishing ourselves as highly competent providers within our areas of practice. We believe it will serve the interests of both divisions better to *join* in establishing any practice guidelines that would affect psychologists working in organizational settings.

In Conclusion

Division 13 shares SIOP's concerns about the dangers of psychologists practicing outside their expertise, dangers both for the individual practitioner and for the profession consumers inevitably associate them with. What the field needs are better means for judging whether *any* given professional, regardless of whether they possess I-O, clinical, business, or other backgrounds, is fit to practice in a given area of expertise. It is our hope that both divisions can work together in this regard.

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Call for Nominations and Entries 2001 Awards for the Society for Industrial and Organizational Psychology

- Distinguished Professional Contributions Award
- Distinguished Scientific Contributions Award
- Distinguished Service Contributions Award
- Ernest J. McCormick Award for Distinguished Early Career Contributions
- Edwin E. Ghiselli Award for Research Design
- S. Rains Wallace Dissertation Award
- William A. Owens Scholarly Achievement Award
- M. Scott Myers Award for Applied Research in the Workplace

Deadline: September 15, 2000

Send nominations and entries for all awards to:

Timothy A. Judge
Chair, SIOP Awards Committee
College of Business S108 PBB
University of Iowa, Iowa City, IA 52242-1000
(319) 335-3784
tim-judge@uiowa.edu.

Nomination Guidelines and Criteria

Distinguished Professional Contributions, Distinguished Scientific Contributions, Distinguished Service Contributions, and the Ernest J. McCormick Early Career Contributions Awards

1. Nominations may be submitted by any member of SIOP, the American Psychological Association, the American Psychological Society, or by any person who is sponsored by a member of one of these organizations.

2. Only members of SIOP may be nominated for the award.

3. A current vita of the nominee should accompany the letter of nomination. In addition, the nominator should include materials that illustrate the contributions of the nominee. Supporting letters may be included as part of the nomination packet. The number of supporting letters for any given nomination should be between a minimum of three and a maximum of five.

4. Nominees who are nonrecipients of the Distinguished Scientific Contributions Award, Distinguished Professional Contributions Award, and Distinguished Service Contributions Award will be reconsidered annually for 2 years after their initial nomination.

5. Eight copies of all submission materials are required. Letters of nomination, vita, and all supporting letters (including at least three and no more than five) or materials must be received by September 15, 2000.

Administrative Procedures

1. The SIOP Awards Committee will review the letters of nomination and all supporting materials of all nominees and make a recommendation concerning one or more nominees to the SIOP Executive Committee. Two or more nominees may be selected if their contributions are similarly distinguished.

2. The Executive Committee may either endorse or reject the recommendations of the Awards Committee, but may not substitute a nominee of its own.

3. In the absence of a nominee who is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

Distinguished Professional Contributions Award

In recognition of outstanding contributions to the practice of industrial and organizational psychology.

The award is given to an individual who has developed, refined, and implemented practices, procedures, and methods that have had a major impact on both people in organizational settings and the profession of I-O psychology. The contributions of the individual should have advanced the profession by increasing the effectiveness of I-O psychologists working in business, industry, government, and other organizational settings.

The recipient of the award is given a plaque and a cash prize of $1,000. In addition, the recipient is invited to give an address, related to his or her contributions, at the subsequent meeting of SIOP.

Criteria for the Award

The letter of nomination should address the following points:

1. The general nature of the nominee's contributions to the practice of I-O psychology.

2. The contributions that the nominee has made to either (a) the development of practices, procedures, and methods, or (b) the implementation of practices, procedures, and methods. If appropriate, contributions of both types should be noted.

3. If relevant, the extent to which there is scientifically sound evidence to support the effectiveness of the relevant practices, procedures, and methods of the nominee.

4. The impact of the nominee's contributions on the practice of I-O psychology.

5. The stature of the nominee as a practitioner vis-à-vis other prominent practitioners in the field of I-O psychology.

6. The evidence or documentation that is available to support the contributions of the nominee. Nominators should provide more than mere testimonials about the impact of a nominee's professional contributions.

7. The extent to which the nominee has disseminated information about his or her methods, procedures, and practices through publications, presentations, workshops, and so forth. The methods, procedures, and practices must be both available to and utilized by other practicing I-O psychologists.

8. The organizational setting(s) of the nominee's work (industry, government, academia, etc.) will not be a factor in selecting a winner of the award.

Distinguished Scientific Contributions Award

In recognition of outstanding contributions to the science of industrial and organizational psychology.

This award is given to the individual who has made the most distinguished empirical and/or theoretical scientific contributions to the field of I-O psychology. The setting in which the nominee made the contributions (i.e., industry, academia, government) is not relevant.

The recipient of the award is given a plaque and a cash prize of $1,000. In addition, the recipient is invited to give an address, that relates to his or her contributions, at the subsequent meeting of SIOP.

Criteria for the Award

The letter of nomination should address the following issues:

1. The general nature of the nominee's scientific contributions.
2. The most important theoretical and/or empirical contributions.
3. The impact of the nominee's contributions on the science of I-O psychology, including the impact that the work has had on the work of students and colleagues.
4. The stature of the nominee as a scientist vis-a-vis other prominent scientists in the field of I-O psychology.

Distinguished Service Contributions Award

In recognition of sustained, significant, and outstanding service to the Society for Industrial and Organizational Psychology.

This award is given for sustained, significant, and outstanding service to SIOP. Service contributions can be made in a variety of ways which include but are not limited to serving as (a) an elected officer of the Society, (b) the chair of a standing or ad hoc committee of the Society, (c) a member of a standing or ad hoc committee of the Society, and (d) a formal representative of the Society to other organizations. The recipient is given a plaque and cash prize of $1,000.

Criteria for the Award

The letter of nomination should address the nature and quality of the nominee's service contributions. A detailed history of the individual's service-oriented contributions should be provided. It should specify:

1. The offices held by the nominee
2. The duration of his or her service in each such office
3. The significant achievements of the nominee while an incumbent in each office.

Ernest J. McCormick Award for Distinguished Early Career Contributions

In recognition of distinguished early career contributions to the science or practice of industrial and organizational psychology.

This award is given to an individual who has made distinguished contributions to the science and/or practice of I-O psychology within seven (7) years of receiving the PhD degree. In order to be considered for the 2001 Award, nominees must have defended their dissertation no earlier than 1994. The setting in which the nominee has made the contributions (i.e., academia, government, industry) is not relevant.

The recipient of the award is given a plaque and a cash prize of $1,000. In addition, the recipient is invited to give an address, that relates to his or her contribution, at the subsequent meeting of SIOP.

Criteria for the Award

The letter of nomination should address the following issues:

1. The general nature of the nominee's contributions to science and/or practice.
2. The most important contributions to science and/or practice.

3. The impact of the nominee's contribution on the science and/or practice of I-O psychology, including the impact that the work has had on the work of students and colleagues.

4. The status of the nominee as a scientist and/or practitioner vis-à-vis other prominent scientists and/or practitioners in the field of I-O psychology.

5. While the number of publications is an important consideration, it is not the only one. An equally important criteria is the quality of the publications and their impact on the field of I-O psychology.

Documentation should be provided that indicates that the nominee received his or her PhD degree no earlier than 1994.

Edwin E. Ghiselli Award for Research Design

In recognition of the research proposal that best shows the use of scientific methods in the study of a phenomenon that is relevant to the field of industrial and organizational psychology.

The award is given to the author(s) of the best research proposal in which scientific methods are used to study a phenomenon of relevance to the field of I-O psychology. The proposal should demonstrate the use of research methods that are rigorous, creative, and highly appropriate to the study of the phenomenon that is the focus of the proposed research. The proposal should cover research that is at either the design stage or is in very early stages of pilot-testing. Proposals covering completed research should not be submitted.

The author(s) of the best proposal is (are) awarded a plaque, a $1,000 cash prize, and the opportunity to present their proposal in a poster session at the meeting of SIOP. In addition, the Scientific Affairs Committee of the SIOP will assist the winner in both obtaining funding and locating sites for the conduct of the proposed research. This offer of assistance, however, does not obligate the award winner(s) to actually perform the proposed research.

If more than one outstanding research proposal is submitted for review, the Awards Committee may recommend that an otherwise outstanding, but not a winning, proposal be awarded honorable mention status.

Criteria for Evaluation of Proposals

Research proposals will be evaluated in terms of the following criteria:

1. The degree to which the proposed research addresses a phenomenon that is of significance to the field of I-O psychology.

2. The extent to which the proposal shows appropriate consideration of the relevant theoretical and empirical literature.

3. The degree to which the proposed research will produce findings that have high levels of validity (i.e., internal, external, construct, and statistical conclusion). The setting of the proposed research is of lesser importance

than the capacity of the study to produce highly valid conclusions about a real-world phenomenon of relevance to the field of I-O psychology. The methods of the proposed research (including subjects, procedures, measures, manipulations, and data analytic strategies) should be specified in sufficient detail to allow for an assessment of the capacity of the proposed research to yield valid inferences.

4. The extent to which the proposed research is actually capable of being conducted.

5. The degree to which the proposed research, regardless of its outcomes, will produce information that is both practical and theoretical in relevance.

6. The extent to which ideas in the proposal are logically, succinctly, and clearly presented.

7. The degree to which the proposal provides for the appropriate coverage and consideration of (a) research objectives, (b) relevant theoretical and empirical literature, and (c) research methods. Note that a budget for the proposed research should not be submitted.

Guidelines for Submission of Proposal

1. Proposals may be submitted by any member of the SIOP, the American Psychological Society, the American Psychological Association, or by any person who is sponsored by a member of one of these organizations.

2. Proposals having multiple authors are acceptable.

3. Proposals are limited to 30 double-spaced pages. This limit includes the title page, abstract, tables, figures, and so forth, but excludes references.

4. Proposals should be prepared in accord with the guidelines provided in the fourth edition of the *Publication Manual of the American Psychological Association*. Note, however, that the abstract may contain up to 300 words.

5. Ten copies of each proposal should be submitted. The name of the author, affiliation (academic institution, business firm, or government agency), and phone number should appear only on the title page of the proposal.

6. No award-winning proposal (actual winner or honorable mention) may be resubmitted for review. However, nonwinning entries that were submitted in previous years may be resubmitted.

7. Individuals who have previously won the award are eligible to submit proposals covering research other than that in their award winning proposal(s). However, to win an award a third time, the author must show evidence of having completed at least one or two previously proposed studies.

8. Proposals must be received by September 15, 2000.

Administrative Procedures

1. Proposals will be reviewed by the Awards Committee of SIOP.

2. The Awards Committee will make a recommendation to the Executive Committee of SIOP about the award winning proposal and, if appropriate, a proposal deserving honorable mention status.

3. The Executive Committee may either endorse or reject the recommendations of the Awards Committee, but may not substitute a nominee of its own.

4. In the absence of a proposal that is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

S. Rains Wallace Dissertation Research Award

In recognition of the best doctoral dissertation research in the field of industrial and organizational psychology.

This award is given to the person who completes the best doctoral dissertation research germane to the field of I-O psychology. The winning dissertation research should demonstrate the use of research methods that are both rigorous and creative. The winner of the award will receive a plaque, a cash prize of $1,000, and the opportunity to present their dissertation research in a poster session at the next meeting of SIOP.

Criteria for Evaluation and Submissions

Dissertation summaries will be evaluated in terms of the following criteria:

1. The degree to which the research addresses a phenomenon that is of significance to the field of I-O psychology.

2. The extent to which the research shows appropriate consideration of relevant theoretical and empirical literature. This should be reflected in both the formulation of hypotheses tested and the selection of methods used in their testing.

3. The degree to which the research has produced findings that have high levels of validity (i.e., internal, external, construct, and statistical conclusion). The setting of the proposed research is of lesser importance than its ability to yield highly valid conclusions about a real-world phenomenon of relevance to the field of I-O psychology. Thus, the methods of the research (including subjects, procedures, measures, manipulations, and data analytic strategies) should be specified in sufficient detail to allow for an assessment of the capacity of the proposed research to yield valid inferences.

4. The extent to which the author (a) offers reasonable interpretations of the results of his or her research, (b) draws appropriate inferences about the theoretical and applied implications of the same results, and (c) suggests promising directions for future research.

5. The degree to which the research yields information that is both practically and theoretically relevant and important.

6. The extent to which ideas in the proposal are logically, succinctly, and clearly presented.

Guidelines for Submission of Proposal

1. Entries may be submitted only by individuals who are endorsed (sponsored) by a member of SIOP, the American Psychological Society, or the American Psychological Association.

2. Each entrant should submit 10 copies of their paper (not to exceed 30 pages of double-spaced text) based on his or her dissertation. The name of the entrant, institutional affiliation, current mailing address, and phone number should appear only on the title page of the paper.

3. Papers are limited to a maximum of 30 double-spaced pages. This limit includes the title page, abstract, text, tables, figures, and appendices. However, it excludes references.

4. Papers should be prepared in accord with the guidelines provided in the fourth edition of the *Publication Manual of the American Psychological Association*. Note, however, that the abstract may contain up to 300 words.

5. The paper must be based on a dissertation that was accepted by the graduate college 2 years or less before September 15, 2000, with the stipulation than an entrant may only submit once.

6. The entrant must provide a letter from his or her dissertation chair that specifies the date of acceptance of the dissertation by the graduate school of the institution and that the submission adequately represents all aspects of the completed dissertation. In addition, the entrant must provide a letter of endorsement from a member of SIOP, the American Psychology Society, or the American Psychological Association who is familiar with the entrant's dissertation. Both of these letters may be from the same individual.

7. Entries (accompanied by supporting letters) must be received by September 15, 2000.

Administrative Procedures

1. All entries will be reviewed by the Awards Committee of SIOP.

2. The Awards Committee will make a recommendation to the Executive Committee of SIOP about the award winning dissertation and, if appropriate, up to two dissertations deserving honorable mention status.

3. The Executive Committee may either endorse or reject the recommendations of the Awards Committee, but may not substitute recommendations of its own.

4. In the absence of a dissertation that is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

William A. Owns Scholarly Achievement Award

In recognition of the best publication (appearing in a refereed journal) in the field of industrial and organizational psychology during the past full year (1999).

This annual award, honoring William A. Owens, is given to the author(s) of the publication in a refereed journal judged to have the highest potential to significantly impact the field of I-O Psychology. There is no restriction on the specific journals in which the publication appears, only that the journal be refereed and that the publication concerns a topic of relevance to the field of I-O psychology. Only publications with a 1999 publication date will be considered.

The author(s) of the best publication is (are) awarded a plaque and a $1,000 cash prize (to be split in the case of multiple authors).

Criteria for Evaluation of Publications

Publications will be evaluated in terms of the following criteria:

1. The degree to which the research addresses a phenomenon that is of significance to the field of I-O psychology.
2. The potential impact or significance of the publication to the field of I-O psychology.
3. The degree to which the research displays technical adequacy, including issues of internal validity, external validity, appropriate methodology, appropriate statistical analysis, comprehensiveness of review (if the publication is a literature review), and so forth.

Guidelines for Submission of Publications

1. Publications may be submitted by any member of SIOP, the American Psychological Society, the American Psychological Association, or by any person who is sponsored by a member of one of these organizations. Self- and other-nominations are welcome. The Owens Award subcommittee may also generate nominations. Those evaluating the publications will be blind to the source of the nomination.
2. Publications having multiple authors are acceptable.
3. Ten copies of each publication should be submitted.
4. Publications must be received by September 15, 2000.

Administrative Procedures

1. Publications will be reviewed by a subcommittee of the Awards Committee of SIOP, consisting of at least six members.

2. The Awards Committee will make a recommendation to the Executive Committee of SIOP about the award winning publication and, if appropriate, a publication deserving honorable mention status.
3. The Executive Committee may either endorse or reject the recommendations of the Awards Committee, but may not substitute a nominee of its own.
4. In the absence of a publication that is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

M. Scott Myers Award for Applied Research in the Workplace

In recognition of a project or product representing an outstanding example of the practice of industrial and organizational psychology in the workplace.

This annual award, honoring M. Scott Myers, will be given to an individual practitioner or team of practitioners who have developed and conducted/applied a *specific* project or product representing an example of outstanding practice of I-O psychology in the workplace (i.e., business, industry, government). Projects must have been conducted in the workplace within the last 40 years and cover a time period of no more than 8 years. Products (e.g., tests, questionnaires, videos, software, but *not* books or articles) must be used in the workplace and developed within the last 40 years. Projects or products may be in any area of I-O psychology (e.g., compensation, employee relations, equal employment opportunity, human factors, job analysis, job design, organizational development, organizational behavior, leadership, position classification, safety, selection, training).

The award recipient(s) will receive a plaque commemorating the achievement, a cash prize of $1,000, and an invitation to make a presentation at the Annual Conference of SIOP. Team awards will be shared among the members of the team.

Criteria for Evaluation of Projects or Products

Nominations will be evaluated on the extent to which they:

1. Have a sound technical/scientific basis.
2. Advance objectives of clients/users.
3. Promote full use of human potential.
4. Comply with applicable psychological, legal, and ethical standards.
5. Improve the acceptance of I-O psychology in the workplace.
6. Show innovation and excellence.

Guidelines for Submission of Projects or Products

1. Nominations may be submitted by any member of SIOP. Self-nominations are welcome.

2. Individuals or teams may be nominated. Each individual nominee must be a current member of the Society. If a team is nominated, at least one of the team members must be a current member of the Society, and each team member must have made a significant contribution to the project or product.

3. Each nomination package must contain the following information:

(a) A letter of nomination which explains how the project or product meets the six evaluation criteria above.

(b) A technical report which describes the project or product in detail. This may be an existing report.

(c) A description of any formal complaints of a legal or ethical nature which have been made regarding the project or product.

(d) A list of three client references who may be contacted by the Myers Award subcommittee regarding the project or product.

(e) (Optional) Any other documentation which may be helpful for evaluating the nomination (e.g., a sample of the product, technical manuals, independent evaluations).

4. Six copies of all nomination materials should be submitted. The Awards Committee will maintain the confidentiality of secure materials.

Administrative Procedures

1. Nomination materials will be reviewed by a subcommittee of the SIOP Awards Committee, consisting of at least three members, all of whom work primarily as I-O practitioners.

2. The Awards Committee will make a recommendation to the SIOP Executive Committee about the award-winning project or product.

3. The Executive Committee may either accept or reject the recommendation of the Awards Committee, but may not substitute a nominee of its own.

4. In the absence of a nominee that is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

PAST SIOP AWARD RECIPIENTS

Listed below are past SIOP award recipients as well as SIOP members who have received APA, APF, or APS awards.

DISTINGUISHED PROFESSIONAL CONTRIBUTIONS AWARD

1977	Douglas W. Bray	1989	William C. Byham
1978	Melvin Sorcher	1990	P. Richard Jeanneret
1979	Award withheld	1991	Charles H. Lawshe
1980	Award withheld	1992	Gerald V. Barrett
1981	Carl F. Frost	1993	Award withheld
1982	John Flanagan	1994	Patricia J. Dyer
1983	Edwin Fleishman	1995	Allen I. Kraut
1984	Mary L. Tenopyr	1996	Erich Prien
1985	Delmar L. Landen	1997	John Hinrichs
1986	Paul W.Thayer	1998	Gary P. Latham
1987	Paul Sparks	1999	Lowell Hellervik
1988	Herbert H. Meyer		

DISTINGUISHED SCIENTIFIC CONTRIBUTIONS AWARD

1983	William A. Owens	1992	J. Richard Hackman
1984	Patricia C. Smith	1993	Edwin A. Locke
1985	Marvin D. Dunnette	1994	Bernard M. Bass
1986	Ernest J. McCormick	1995	Frank Schmidt & John Hunter
1987	Robert M. Guion	1996	Fred Fiedler
1988	Raymond A. Katzell	1997	Charles Hulin
1989	Lyman W. Porter	1998	Terence Mitchell & Victor H. Vroom
1990	Edward J. Lawler III		
1991	John P. Campbell	1999	Neal Schmitt

DISTINGUISHED SERVICE CONTRIBUTIONS AWARD

1989	Richard J. Campbell & Mildred E. Katzell	1994	Ann Howard
		1995	Milton D. Hakel
1990	Paul W. Thayer	1996	Sheldon Zedeck
1991	Mary L. Tenopyr	1997	Ronald Johnson
1992	Irwin L. Goldstein	1998	Neal Schmitt
1993	Robert M. Guion	1999	Richard Klimoski & William Macey

ERNEST J. MCCORMICK AWARD FOR DISTINGUISHED EARLY CAREER CONTRIBUTIONS

1992 John R. Hollenbeck
1993 Raymond A. Noe
1994 Cheri Ostroff
1998 Deniz S. Ones & Chockalingam Viswesvaran
1995 Timothy Judge
1996 Joseph Martocchio
1997 Stephen Gilliland
1999 Richard DeShon

WILLIAM A. OWENS SCHOLARLY ACHIEVEMENT AWARD

1998 Avraham N. Kluger & Angelo S. DeNisi
1999 David Chan & Neal Schmitt
1999 Peter Dorfman, Jon Howell, Shozo Hibino, Jin Lee, Uday Tate, & Arnoldo Bautista

M. SCOTT MYERS AWARD FOR APPLIED RESEARCH IN THE WORKPLACE

1998 Frank L. Landy, James L. Farr, Edwin Fleishman, & Robert J. Vance
1999 Chris Hornick, Kathryn Fox, Ted Axton, Beverly Wyatt, and Therese Revitte

EDWIN E. GHISELLI AWARD FOR RESEARCH DESIGN

1984 Max Bazerman & Henry Farber
1985 Gary Johns
1986 Craig Russell & Mary Van Sell
1987 Sandra L. Kirmeyer
1988 Award withheld
1989 Kathy Hanisch & Charles Hulin
1990 Award withheld
1991 Award withheld
1992 Julie Olson & Peter Carnevale
1993 Elizabeth Weldon & Karen Jehn
1994 Linda Simon & Thomas Lokar
1995 Award withheld
1996 Award withheld
1997 Kathy Hanisch, Charles Hulin, & Steven Seitz
1998 David Chan
1999 Award withheld

S. RAINS WALLACE DISSERTATION RESEARCH AWARD

1970 Robert Pritchard
1971 Michael Wood
1972 William H. Mobley
1973 Phillip W. Yetton
1974 Thomas Cochran
1975 John Langdale
1985 Loriann Roberson
1986 Award withheld
1987 Collette Frayne
1988 Sandra J. Wayne
1989 Leigh L. Thompson
1990 Award withheld

1976 Denis Umstot
1977 William A. Schiemann
1978 Joanne Martin & Marilyn Morgan
1979 Stephen A. Stumpf
1980 Marino S. Basadur
1981 Award withheld
1982 Kenneth Pearlman
1983 Michael Campion
1984 Jill Graham
1991 Rodney A. McCloy
1992 Elizabeth W. Morrison
1993 Deborah F. Crown
1994 Deniz S. Ones
1995 Chockalingam Viswesvaran
1996 Steffanie Wilk & Daniel Cable
1997 Tammy Allen
1998 David W. Dorsey & Paul E. Tesluk
1999 Taly Dvir

JOHN C. FLANAGAN AWARD FOR BEST STUDENT CONTRIBUTION AT SIOP

1993 Susan I. Bachman, Amy B. Gross, Steffanie L. Wilk
1994 Lisa Finkelstein
1995 Joann Speer-Sorra
1996 Frederick L. Oswald & Jeff W. Johnson
1997 Syed Saad & Paul Sackett
1998 Frederick P. Morgeson & Michael A. Campion
1999 Chris Kubisiak, Mary Ann Hanson, & Daren Buck

ROBERT J. WHERRY AWARD FOR THE BEST PAPER AT THE I-O/OB CONFERENCE

1980-82 Missing
1983 Maureen Ambrose
1984-87 Missing
1988 Christopher Reilly
1989 Andrea Eddy
1990 Amy Shwartz, Wayne Hall, J. Martineau & R.Sinclair
1991 Paul Van Katwyk
1992 Sarah Moore-Hirschl
1993 Daniel Skarlicki
1994 Talya Bauer & Lynda Aiman-Smith
1995 Mary Ann Hannigan
1996 Adam Stetzer & David Hofmann
1997 Scott Behson & Edward P. Zuber, III
1998 Dana Milanovich & Elizabeth Muniz

SIOP MEMBERS WHO HAVE RECEIVED APA AWARDS

AWARD FOR DISTINGUISHED CONTRIBUTIONS TO EDUCATION IN PSYCHOLOGY

1973 James B. Maas

AWARD FOR DISTINGUISHED PROFESSIONAL CONTRIBUTIONS

1976 John C. Flanagan
1980 Douglas W. Bray
1989 Florence Kaslow
1991 Joseph D. Matarazzo
1992 Harry Levinson

AWARD FOR DISTINGUISHED SCIENTIFIC CONTRIBUTIONS TO PSYCHOLOGY

1957 Carl I. Hovland
1972 Edwin E. Ghiselli

AWARD FOR DISTINGUISHED SCIENTIFIC CONTRIBUTION FOR THE APPLICATIONS OF PSYCHOLOGY

1980 Edwin A. Fleishman
1983 Donald E. Super
1987 Robert Glaser
1994 John E. Hunter & Frank Schmidt

AWARD FOR DISTINGUISHED EARLY CAREER CONTRIBUTIONS TO PSYCHOLOGY

1989 Ruth Kanfer
1994 Cheri Ostroff

SIOP MEMBERS WHO HAVE RECEIVED APF AWARDS

GOLD MEDAL AWARD FOR LIFE ACHIEVEMENT IN THE APPLICATION OF PSYCHOLOGY

1986 Kenneth E. Clark
1988 Morris S. Viteles
1991 Douglas W. Bray
1993 John C. Flanagan
1994 Charles H. Lawshe

SIOP MEMBERS WHO HAVE RECEIVED APS AWARDS

JAMES MCKEEN CATTELL FELLOW AWARD

1993 Edwin A. Fleishman
Robert Glaser
Donald E. Super

Announcing a Special Issue of Personnel Psychology on Quasi-Experimentation

John R. Hollenbeck
Michigan State University

John Stuart Mill established three criteria for inferring causality, (a) covariation, (b) temporal precedence, and (c) elimination of alternative explanations. Although philosophers of science still debate many aspects of what is meant by the term "cause," there is widespread consensus among working scientists regarding the appropriateness of these three rules. When attempting to infer cause within this framework, Mill emphasized the need for a scientist's active control over the independent variable. Active manipulation is critical in science because it allows one to clearly establish temporal precedence, and it is highly instrumental in the process of eliminating alternative explanations for empirically documented covariation.

Although not necessarily familiar with Mill or the classic works in the philosophy of science regarding causation, practicing managers and professionals within contemporary organizations are also concerned with causal relationships. Publications aimed at practitioners note the need for "learning organizations" or "knowledge-creating companies," where knowledge is operationalized in terms that would be very familiar to Mill. That is, the competitive advantage that accrues from knowledge is manifested in the ability to control certain outcomes (e.g., customer satisfaction, employee satisfaction or shareholder satisfaction) via the manipulation of policies and programs in a manner that is superior to one's rivals (Nonake, 1991; Gavin, 1993).

Applied psychologists help bridge the gap between psychological science and organizationally based psychological practice, and much of applied psychological research takes place within organizations. Even though these settings rarely afford the luxury of manipulating variables and then randomly assigning participants to conditions, there are a whole host of formal *quasi-experimental designs* that do not require random assignment. In addition, many of these designs make excellent use of "naturally occurring" manipulations for inferring causal relationships, and hence point directly to potential applied interventions. Given the boundary-spanning role of applied psychologists, and the joint concern for establishing causal relationships among scientists and practitioners, one might think that the use of quasi-experimental research designs that involve active manipulation (or exploit naturally occurring manipulations) would be widespread in this discipline. This, however, is not generally the case.

Cook, Campbell, and Peracchio (1990) noted that "in reviewing the major journals devoted to industrial and organizational psychology, we have been struck by the relative paucity of field experiments." My experience over the last 3 years as editor of *Personnel Psychology* has led me to the same con-

clusion. Rather than using structural features of research design to eliminate alternative explanations for results, applied psychologists rely more heavily on statistical adjustments and modeling to perform the same function. In some cases, this is as simple as partialling the effects or demographic variables prior to examining the effects for purported causes, and in other cases, this involves highly sophisticated approaches based upon structural equations.

Although there is real value in these passive approaches to control, it is easy to forget that partial correlations and weights derived from structural equation modeling use covariance evidence to estimate relationships that are presumed to be causal—they do not directly test causality. Even the most recent versions of LISREL, while powerful, do not permit one to go back in time and establish temporal precedence from cross-sectional data. Thus, even while acknowledging the value of statistical control procedures, it seems that a case can be made that we should supplement our science with more advanced use of formally structured aspects of research design.

In order to help stimulate and promote the more frequent use of formal quasi-experimental research designs, we are devoting a special edition of *Personnel Psychology* to publishing research that uses these approaches to infer cause in applied settings. The substantive area of the research can deal with any topic that falls under the broad heading of applied psychology, but should focus on manipulations or interventions that are evaluated via:

1. Formal two group designs such as the "untreated control group design," the "untreated control group design with proxy pre tests," the "untreated control group design with separate pre and post tests," or the "untreated control group design, with reverse treatment."

2. Formal single group designs such as "the nonequivalent dependent variable design" the "removed treatment design with pre and posttests," the "repeated treatment design," and the "regression discontinuity design."

3. Original or hybrid quasi-experimental designs that may differ in structure from those described above, but are similar in their spirit of deriving rigorous causal inferences based upon active manipulation of variables in field settings that are not conducive to random assignment. This would exclude, however, studies based upon the "one group pretest-posttest design" and "posttest only design with nonequivalent groups."

All of these designs are described in detail by Cook and Campbell (1979), as well as Cook, Campbell, and Peracchio (1990). When these formal designs are supplemented with the type of rich contextual knowledge held by practitioners, and sound substantive theory possessed by scientists, it is often possible to establish covariation, temporal precedence, and eliminate alternative explanations for results (such as selection or history artifacts) despite the lack of random assignment. It is our belief that many scientists and practitioners have access to (or can generate) data that is structured in this fashion, and that framing this data in quasi-experimental terms will allow meaningful contributions to the discipline's knowledge base regarding causal relationships among the phenomena we study and manage.

The submission deadline for the papers that will be published as part of this special edition is **March 31, 2001**.

References

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Garvin, D. A. (1993). Building a learning organization. *Harvard Business Review*, *81*, 78–91.

Cook, T. D. and Campbell, D. T. (1979). *Quasi experimentation: Design and analysis issues for field settings*. Boston, MA: Houghton Mifflin.

Cook, T. D., Campbell, D. T., and Peracchio, L. (1990). Quasi-experimentation. In M. D. Dunnette and L. M. Hough (Eds.) *Handbook of industrial and organizational psychology*. Palo Alto, CA: Consulting Psychologists Press.

Southwestern Bell Entitled to Business Necessity Defense

Emily K. Demonte and David W. Arnold, Esq.
Reid Psychological Systems

The 8th Circuit Court of Appeals found that Southwestern Bell Telephone (SWB) was entitled to a new trial in the case of *Belk v. Southwestern Bell Telephone Company, No.* 99-1371, 1999. The court held that SWB was entitled to a specific jury instruction on the business necessity defense under the Americans with Disabilities Act (ADA). The trial court had refused to provide this instruction because this defense was adequately covered by other jury instructions.

Ricky Belk worked as a Service Representative for SWB providing customer service over the telephone. Belk wears a full-length leg brace at all times due to residual effects of polio. In 1995 Belk applied for a Customer Service Technician (CST) position. The job description for a CST includes the abilities to climb ladders and poles, move or lift materials weighing up to 150 pounds and work while "kneeling, stooping, crawling, crawling or [maintaining] other uncomfortable positions."

SWB administers three tests to determine qualifications for the CST position: a written technical test, a manual dexterity test, and a physical performance test (PPT)—the PPT is the focus of the complaint. The PPT has four components and Belk requested an accommodation for two components. SWB refused both of Belk's requested accommodations, but did modify one component of the PPT. After failing to pass one section of the PPT, Belk was denied the CST position, and Belk filed suit under the ADA alleging failure to accommodate his disability. Belk's complaint also alleged the PPT has a disparate impact on people with disabilities.

An argument offered by SWB was that Belk was not disabled under the ADA due to his ability to walk and engage in many physical activities with the use of his leg brace. SWB claimed that under *Sutton v. United Airlines*, 119 S.Ct.2139 (1999), the determination as to whether a person is disabled should be made with reference to mitigating measures. The court dismissed this argument by saying, "unlike the petitioners in *Sutton*, Belk's brace does not allow him to function the same as someone who never had polio." "It can hardly be disputed that Belk is disabled in the major life activity of walking" since the motion of his leg is limited and his gait is hampered by a pronounced limp. "Therefore he is clearly 'disabled' as defined under the ADA."

SWB also argued that the denial of the requested accommodations and the failure to promote Belk to CST position were based on test results which were job-related and consistent with business necessity. The SWB case draws attention to another recent 8th Circuit opinion. See *Allen v. Entergy Corp*. 181 F.3d 902 (1999). In *Allen*, a group of African-American employees alleged that a test given to determine who would be laid off had a disparate impact on African-Americans. Summary judgment was granted to the defendants on the "basis that the selection test was properly validated as job-related in accordance with EEOC guidelines."

Similar to the evidence offered by defendant in *Allen*, SWB had the test developer discuss how the PPT was developed through first analyzing the job and identifying critical and essential tasks and functions of the job. The test developer's testimony claimed that the PPT's purpose was to evaluate the physical performance of applicants as well as address safety concerns. Finally, testimony was offered that the PPT was developed with the intent to comply with the requirements set forth by the ADA, the Civil Rights Act of 1991, and the *Uniform Guidelines on Employee Selection Procedures*.

Although SWB did not address the plaintiff's response to this evidence, it claims the district court abused its discretion by refusing to specifically instruct the jury on the business necessity defense. In remanding for a new trial, the appeals court held that "SWB was entitled to an instruction on business necessity so that the jury could appreciate the value and purpose" of the test developer's explanations. Without such a specific instruction, "it is not so apparent that the jury 'clearly rejected' SWB's business necessity defense."

Proposed SIOP Bylaws Amendments

Janet L. Barnes-Farrell
Secretary

The Executive Committee has recommended that several amendments to the Bylaws be enacted to reflect changes in the governance and operations of the Society. Briefly, the amendments recommended for consideration are:

- Amendment 1: Discontinuation of the Committee on Committees
- Amendment 2: Authorization of a standing committee on Ethnic Minority Affairs
- Amendment 3: Clarification of language permitting Society Foreign Affiliates to be eligible for Fellowship in the Society.

Each of the proposed changes is detailed below. For convenience, both old and new language is indicated. Language to be deleted is indicated by strike through characters and new language is underlined.

SIOP Bylaws call for an announcement of proposed changes at least 2 months prior to the actual voting (See Article IX, "Amendments"). Voting on the proposed changes will take place in the Fall of 2000. Mail ballots will be sent to all Society Members. A majority vote of those voting by mail are required to adopt any amendments.

Amendment 1: ARTICLE VII: COMMITTEES

[*Note*: Amendments 1 and 2 both deal with Article VII: Committees. Paragraph 1 below contains changes for both amendments.]

1. The standing committees of the Society shall consist of the following: Fellowship, Membership, Election, Program, Scientific Affairs, Professional Practice, Education and Training, Newsletter, Continuing Education and Workshop, ~~Committee on Committees,~~ Long Range Planning, State Affairs, Awards, Frontiers Series, Practice Series, Society Conference, Historian, ~~and~~ Foundation, and Ethnic Minority Affairs. In addition, ad hoc committees may be established by vote of the Society Members or by the Executive Committee to perform tasks of a brief or temporary nature.

~~12. The Committee on Committees shall recommend appointments to all other standing committees to the incoming President. The Committee shall be appointed by the President-Elect, and shall make a special effort to see that each year some Society Members who have not served in the past are appointed to standing committees. The Committee on Committees shall also be responsible for identifying Society Members to be nominated or appointed to other relevant societies' Boards and Committees (e.g., APA, APS);~~

Rationale: Based upon the recommendation of the Long Range Planning Committee, the Executive Committee voted in January, 1999 to discontinue the Committee on Committees. In the future, Committee Chairs will be charged with the responsibility for ensuring diversity in committee representation, and the Past President will be assigned oversight responsibility.

Amendment 2: ARTICLE VII: COMMITTEES

20. The Committee on Ethnic Minority Affairs shall have general concern for those aspects of I-O psychology which concern ethnic minorities (Native American/Alaskan Native, Asian/Pacific American, African/Caribbean American, and Latino/Hispanic American). The Committee shall have responsibility for increasing scientific understanding of those aspects of I-O psychology that pertain to culture and ethnicity; increasing educational, training, job and career opportunities for ethnic minority persons in I-O psychology; and promoting the development of culturally sensitive models for the delivery of services in I-O psychology. The Committee shall also be concerned with maintaining appropriate advocacy, communication, liaison, and clearinghouse functions involving ethnic minority I-O psychologists, students, and organizations.

Rationale: The overarching goal of the Ad Hoc Committee on Ethnic Minority Affairs, which had its origins several years ago as the Task Force on Ethnic Minority Participation, has been to facilitate the integration of minorities into SIOP and maximize SIOP's capacity to harness the diversity that is currently available. In recognition that the goals of this committee represent continuing concerns for the Society, the Executive Committee voted in January, 2000 to recommend that Ethnic and Minority Affairs be authorized as a standing committee of the Society. As with other committees, the Committee on Ethnic Minority Affairs will be subject to sunset review every 5 years.

(The changes removing the Committee on Committees and establishing the Committee on Ethnic Minority Affairs require a re-ordering of paragraph numbers in the Bylaws. Existing Paragraphs VII.13 through 20 will be renumbered as Paragraphs 12 through 19.)

Amendment 3: ARTICLE II: MEMBERSHIP

3b. Society Fellows shall at the time of their election to Society Fellow status have been Society Members or Society Foreign Affiliates for no less than two years.

5d. To be eligible for Fellow status, Society Foreign Affiliates shall have met all criteria for Society Member status with the exception that membership in APA or APS is not required.

7. The Fellowship Committee of the Society will review the qualifications of all persons nominated for Society Fellow status. A Society Member or Society Foreign Affiliate may be nominated for Society Fellow status by either a Society Member or a Society Fellow. He or she must be sponsored by three Society Fellows. The nominator may be one of the sponsors if he or she is a Society Fellow. Candidates for Fellow status in APA and/or APS through this Society must also comply with the procedures prescribed by APA and/or APS for new Fellows.

Rationale: The Bylaws are ambiguous with reference to Fellow status for Society Foreign Affiliates. Specifically, the Bylaws indicate that Society Members may be nominated for Fellow status, that Society Foreign Affiliates "shall be those who reside in other than the U.S...", and that Society Affiliates may not have voting privileges, but "are invited to participate in the Society's program of activities." The proposed change makes the Bylaws explicitly consistent with past interpretation.

First Executive Order of the 21st Century Addresses Employment Discrimination

Heather R. Fox
Towson University

On February 8, President Clinton signed Executive Order 13145 prohibiting federal departments and agencies from discriminating in any hiring or promotion decision on the basis of protected genetic information. The Executive Order defines protected genetic information as: (a) information about an individual's genetic tests or genetic tests of that individual's family members; and (b) information about the occurrence of disease, or medical condition, or disorder in family members of the individual.

The President stated in a press conference that he hoped that the Executive Order, applicable only to the civilian federal workforce, would "set an example and pose a challenge for every employer in America" to adopt a policy not to discriminate on the basis of protected genetic information. The Executive Order assigns to the U.S. Equal Employment Opportunity Commission (EEOC) the responsibility for coordinating this policy with federal departments and agencies.

Although the Executive Order only applies to the federal sector, legislation has been introduced to extend similar protections to the private sector and to individuals purchasing health insurance. Title II of the proposed Genetic Nondiscrimination in Health Insurance and Employment Act of 1999, introduced in July 1999 and referred to the appropriate House and Senate committees, makes it unlawful for an employer to fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to the compensation, terms, conditions, or privileges of employment of the individual, because of predictive genetic information with respect to the individual (or information about a request for or the receipt of genetic services by such individual or family member of such individual). Although there has been no action on these bills since they were referred to the committees, President Clinton endorsed the bills at the February 8, 2000 press conference. Recent media attention and potential lawsuits may be enough to prompt congressional hearings in 2000.

In related news, the EEOC is currently in the discovery stages of a lawsuit alleging a company violated federal anti-discrimination law by using a nerve-conduction test to screen out workers who might someday become disabled. The EEOC has said it considers discrimination against workers with a genetic predisposition for a disease to be a violation of the Americans with Disabilities Act. The agency has taken the same position concerning medical tests, such as the nerve-conduction test or tests that look for genetic markers, such as breast cancer, sickle cell trait, and Huntington's disease. Although the use of genetic tests in employment situations is relatively rare—fewer than 1 % of those

surveyed in an American Management Association study reported using genetic tests—some employers may use these tests to discriminate against workers who have not yet or may never show signs of illness. Employers argue that it is an effective and reasonable way to control health care costs. As predictive medical testing and genetic testing become widespread, it will be a thorny issue for the courts to balance the rights of employers to protect their performance and profits with the potential misuse of employee's private information.

IOTAS

Allan H. Church
W. Warner Burke Associates, Inc.

Here's the latest set of awards, job changes, new contact information, and various other items of interest for SIOP members. If you would like to be included in the next issue, be sure to send your IOTAS to allanhc@aol.com.

Awards & Appointments

Congratulations to *TIP's* very own **Steven Rogelberg (Informed Decisions)** for recently receiving the Bowling Green State University Master Teacher Award. You can e-mail Steven at rogelbe@bgnet.bgsu.edu.

Meryl Ginsberg from the California School of Professional Psychology sent in the following item: **Rodney Lowman**, PhD, an I-O and clinical psychologist, has been appointed to the position of Systemwide Dean of the College of Organizational Studies at the California School of Professional Psychology (CSPP). This is a new position created to facilitate the reorganization of all four CSPP campus organizational psychology programs—in Alameda, Fresno, Los Angeles, and San Diego—into one overarching, cross-campus college within a larger university structure. Before assuming his current position, Dr. Lowman served as Director of the Organizational Psychology programs and the Organizational Consulting Center at CSPP-San Diego. Shortly after his arrival at CSPP, he was instrumental in the development of a new doctoral program in consulting psychology, slated to enroll its first students this fall. Dr. Lowman edited the 1998 APA-SIOP-published volume, *The Ethical Practice of Psychology in Organizations*. His 1993 book, *Counseling and Psychology of Work Dysfunctions*, also published by APA, is now in its third printing. He is now preparing a second edition of his 1991 *The Clinical Practice of Career Assessment* (APA), now in its sixth printing. He can be reached at (858) 623-2777 x. 364 or rlowman@mail.cspp.edu.

People on the Move

Steven Katzman wrote in to inform people that he has recently joined KPMG LLP as a Program Manager of Measurement and Evaluation within the company's Center for Leadership Development in Montvale, New Jersey. Steven can be reached at skatzman@kpmg.com or at (201) +307-7518.

Kevin J. Nilan, Karen B. Paul, Doug Molitor, and Jayson A. Shoemaker are pleased to welcome **Kristofer J. Fenlason** to the growing ranks in the HR

Measurement Systems department at 3M. Kris joins the group in the role of Manager, Research & Assessment.

The Psychology Department at Virginia Tech is pleased to announce that Morrell Mullins has joined the faculty. Morrie joins **John Donovan, Roseanne Foti, R. J. Harvey,** and **Neil Hauenstein** in the I-O area, and can be reached at (540) 231-3133 or via e-mail at morrie@vt.edu.

Michelle Crosby, formerly with Aon Consulting, has joined Starwood Hotels and Resorts Worldwide as Vice President of Organizational Effectiveness in White Plains, New York. Michelle can be reached at (914) 640-5206 or at michelle.crosby@starwoodhotels.com.

Heather R. Fox has resigned her position in the Testing Office of APA to join the faculty of the Human Resources Development Program at Towson University in Maryland. She will continue to manage the Occupational Health Psychology grant for APA, and all inquiries related to the grant should be directed to her at APA.

Books & Resources

Dennis Doverspike, University of Akron, **Mary Anne Taylor**, Clemson University, and **Winfred Arthur, Jr.**, Texas A&M University, have recently completed a book entitled *Affirmative Action: A Psychological Perspective*. The book is available from Nova Science Publishers of Commack, New York. You can contact Dennis directly at DOORSDEN@aol.com or 330-972-8372.

Bob Perloff wrote in to recommend the following new book to SIOP members: *Mobbing: Emotional Abuse in the American Workplace* by Noa Davenport, Ph.D., Ruth Distler Schwartz, and Gail Pursell Elliott. As always, Bob Perloff can be reached at RPERLOFF@katz.pitt.edu.

Other Items of Interest

Many of you may be interested to know that two of our own SIOP members are in the running for the upcoming American Psychological Society elections this year: **Milt Hakel** is on the ballot for APS President, and **Shelly Zedeck** is on for APS Member at Large. Good luck to both! May the SIOP force be with them.

Donald Cole, RODC is collecting the names of I-O Psychologists and O.D. consultants who would like to travel to Northern Ireland at their own expense to see if a new technology called Whole System Transformation/Future Search would be helpful with the troubles there. If you are interested, please contact Don Cole at The O.D. Institute at DonWCole@aol.com. Currently he has the names of 30 people who want to go. The proposed dates for the event are May 6–13, 2000 in Northern Ireland.

OBITUARIES

Frederick Irving Herzberg, PhD[1]

Dr. Frederick I. Herzberg, world renowned for his theories of "job enrichment" died Wednesday, January 19, 2000 at the University Hospital in Salt Lake City at the age of 76.

Fred was born in Lynn, Massachusetts on April 18, 1923 of immigrant Jewish parents, Gertrude and Lewis Herzberg from Lithuania. He spent his boyhood in New York City. He grew up as a street-wise scrapper but with a scholar's instinct.

When he was a young man of 16, he excelled on the New York Regents' Examination and was able to enter the prestigious City College of New York where he obtained his bachelor's degree. He went on to receive his master's and PhD at the University of Pittsburgh.

In 1944, Fred married Shirley Bedell of Holden, Massachusetts. In 1948, their son Mark was born. Shirley graduated from medical school in 1961 at age 40—Case Western Reserve University Medical School's first female nontraditional student, thus opening doors for many nontraditional students to follow. She became a noted Salt Lake City pediatrician. She died in 1997.

As a 22-year old battle patrol sergeant in World War II, Fred was among the first liberators to enter the Dachau concentration camp. He was assigned the task of provisioning and providing health care for the hundreds of inmates spared in the Holocaust. War decorations include the Bronze Star and Combat Infantryman's Badge.

Dr. Herzberg was brought to Utah in 1972 by the late Dr. James C. Fletcher, president of the University of Utah, with the title of Distinguished Professor of Management at the U's College of Business, then headed by Dr. George Odiorne, also a leading lecturer and author on management. The U considered itself extremely fortunate to have recruited a figure of such eminence as Dr. Herzberg.

Dr. Herzberg had an established reputation long before coming to the U in industrial psychology, consulting, and public health administration. He was a distinguished professor of management at Case Western Reserve University in Cleveland, Ohio, where he established and chaired the Department of Industrial Mental Health. During his academic years, he also consulted world-wide to corporations and governments—from the United States to the then Soviet Union, and from Israel to Japan.

Known as the "Father of Job Enrichment" and the originator of the "Motivation-Hygiene Theory," Dr. Herzberg became both an icon and a legend among postwar visionaries such as Abraham Maslow, Peter Drucker, and Douglas MacGregor. In academic, management and scholarly circles, the mention of the surname "Herzberg" alone was sufficient to indicate an awareness and knowledge of his concepts and contributions. In 1995, the International Press announced that his book *Work and the Nature of Man* was listed as one of the 10 most important books impacting management theory and practice in the 20th century.

The application of his theories replaced the drudge and tedium of the workplace with a sense of self-esteem, participation, and pride of the worker in himself and his product. "Job enrichment" reinvented the notion of the craftsman who applied his signature to his product. CEOs, statesmen, assembly line workers, soldiers, and scientists are among the beneficiaries of his life's work.

In 1994, the University of Utah School of Business honored him with the Distinguished Service Award for the 1993–94 academic year. In 1994, the Frederick Herzberg Visiting Lecture Series was established in his name. His late wife also had made contributions to fund the series. In 1995, he was recognized as the Cummins Engine Professor of Management. Upon his retirement, Dr. Herzberg donated his archives to the Marriott Library at the University of Utah.

He was a long-time contributing editor to *Industry Week* magazine and was listed in *Who's Who in America* and *Who's Who in the World*. He wrote and was published extensively, nationally and internationally.

A stormy figure with a shag of thick white hair, Fred could be assertive and confrontative not only in the classroom, but with colleagues and client chairmen of the board. Students regarded him as a mentor and enjoyed Fred's personal, yet unorthodox, style of teaching that employed autobiography to translate personal experience into the inspiration that gives insight into human nature.

He loved history, particularly the history of the American Civil War. He spent many summer months traveling with his wife and son with battle campaign maps in hand, to second guess the great generals' strategies first-hand. His son loved searching for bullets and cannonballs.

He was familiar with the Yiddish vernacular as well as German, French, and Italian. Fred's language skills enabled him to travel the world with his wife and son to talk to and learn the histories of refugees of the Holocaust. As a one-time resident of an Irish Catholic household in New York, he had a well-developed sense of both Jewish and Christian history and practices.

Frederick Herzberg will be remembered for his humanity and for the significant changes he made in the quality of our work lives.

Fred is survived by his son, Mark, a psychiatric nurse in New Jersey; and two sisters, Miriam Bernard and Pearl Zucker of Miami, Florida.

Geula Lowenberg, PhD[3]

Geula (Grinberg) Lowenberg passed away on the morning of November 24, 1999, 3 weeks after being injured in an automobile accident. She was Emeritus Professor of Psychology at the University of Wisconsin-Parkside.

Born in Israel in 1931, Geula was educated in Israel and received a bachelor's degree in psychology from the Hebrew University in Jerusalem, in 1957. Soon afterward she emigrated to the United States in order to enroll in the graduate training program at the University of Minnesota. She received a master's degree in industrial organizational psychology in 1959, and then returned to Israel to work as a consultant to Israeli industry. In the late 1960s she re-entered the I-O program at the University of Minnesota, earning her PhD in 1969. The title of her doctoral dissertation was "Investigation of the Convergent and Discriminant Validity of Trait Dimensions, Defined by a Self-Descriptive Adjective-Checklist." Her thesis advisor was Marv Dunnette.

Geula came to the University of Wisconsin-Parkside in 1973 as an Assistant Professor of Psychology, and received tenure and promotion in 1979. One of her major accomplishments at that time was the creation of an undergraduate training program for I-O psychology, an applied program that, even today, is unique for an undergraduate institution. Hundreds of students have been served by that program over the years, and for many it launched them into professional careers in psychology and in the world of business. In 1991, Geula became the first person in the history of the Psychology Department to attain the rank of Full Professor. In the final 2 years of her career, before retiring in 1999, Geula was given a joint appointment in the Psychology Department and the Business School, even though she continued to teach all of her classes in the psychology program.

Throughout her career, Geula was an active and productive researcher, whose numerous publications and presentations often included her students as coauthors. Among the topics that interested her were "pay-differentials" between men and women, and the relation of pay differentials to pay satisfaction. She also used, and taught, meta-analysis as a tool for cumulating research findings. In 1998, she published a comprehensive 630-page textbook, titled *Current Perspectives in I-O Psychology*, co-authored with Kelley Conrad. Geula was also involved in professional organizations oriented toward the advancement of her field, notably SIOP. She served on SIOP's Committee for External Affairs and the Committee on Committees.

As a teacher, Geula was dedicated to her students and helped steer many of them to professionally and personally fulfilling careers in psychology. She was the architect and the director of the I-O concentration; she taught most of the courses in that program, including the three advanced courses that were at

[3] Adapted by Michael B. Gurtman from his memorial service reading

the core of that curriculum: Personnel Psychology, Organizational Psychology, and Individual Differences. She also established externships for her students at sites throughout southeastern Wisconsin, including at S. C. Johnson. These are the tangible and objective parts of her teaching record. But Geula's contribution is perhaps more in the lasting impact that she made on students' lives. She was beloved by many students, who saw in her a role-model for the scientist-practitioner in psychology, a teacher deeply interested in their education and development, and a friend who cared about them, always, as individuals.

We will all miss you, Geula. Shalom.

Michael B. Gurtman

Her love of the field and of teaching made Geula an outstanding spokeswoman for I-O psychology. She provided challenging, engaging introductions to our field for many students. We will all miss Geula's love and advocacy for I-O psychology but will continue to experience it through the enthusiasm she imparted to her many students.

Patrick R. Powaser and Kelley A. Conrad

Other Losses

The Society was also informed of the deaths of Scott Fraser, Chair of the Psychology Department at Florida International University; and Richard (Dick) Beckhard, who is considered by many to be one of the leading figures in the field of organization development (OD).

CONFERENCES AND MEETINGS

This list was prepared by David Pollack. Please submit additional entries to David Pollack at the U.S. Immigration and Naturalization Service, 800 K Street, NW, Room 5000, Washington, DC 20536, (or call (202) 305-0600, fax entries to (202) 305-3664, or send e-mail to David.M.Pollack@usdoj.gov).

2000

April 14–16: 15th Annual Conference of the Society for Industrial and Organizational Psychology. New Orleans, LA. Contact: SIOP, (419) 353-0032.

April 24–28: Annual Convention, American Educational Research Association. New Orleans, LA. Contact: AERA, (202) 223-9485.

April 24–28: Annual Convention, National Council on Measurement in Education. New Orleans, LA. Contact: NCME, (202) 223-9318.

May 1–4: 28th International Congress on the Assessment Center Method. San Francisco, CA. Contact: DDI, (412) 257-3952.

May 14–17: National Training Conference of the International Personnel Management Association-Canada. Edmonton, AB, Canada. Contact: Loverne Gretsinger, (780) 492-8165 or loverne.gretsinger@ualberta.ca.

May 20–25: Annual Conference of the American Society for Training and Development. Dallas, TX. Contact: ASTD, (703) 683-8100.

May 24–26: 8th Annual Symposium on Individual, Team, and Organization Effectiveness. Denton, TX. Contact: Center for the Study of Work Teams, (940) 565-2198 or workteam@unt.edu.

June 3–7: Annual Conference of the International Personnel Management Association Assessment Council. Washington, DC. Contact: IPMA, (703) 549-7100.

June 8–11: Annual Convention of the American Psychological Society. Miami, FL. Contact: APS, (202) 783-2077.

June 13–16: 30th Annual Information Exchange on What is New in O.D., Pacific Grove, CA. Contact: Organization Development Institute, (440) 729-7419.

June 16–18: Convention of the Society for the Psychological Study of Social Issues. Minneapolis, MN. Contact: SPSSI, (734) 662-9130.

June 25–28: Annual Conference of the Society for Human Resource Management. Las Vegas, NV. Contact: SHRM, (703) 548-3440.

July 17–22: 20th O.D. World Congress. Goa, India. Contact: Organization Development Institute, (440) 729-7419.

July 30–Aug 4: Annual Conference of the Human Factors and Ergonomics Society. San Diego, CA. Contact: The Human Factors and Ergonomics Society, (310) 394-1811.

Aug 4–8: Annual Convention of the American Psychological Association. Washington, DC. Contact: APA, (202) 336-6020.

Aug 6–9: Annual Meeting, Academy of Management. Toronto, ON, Canada. Contact: Academy of Management, (914) 923-2607.

Aug 10–12: Annual Conference of the Association of Management/International Association of Management. San Antonio, TX. Contact: AoM/IAOM, (804) 320-5771.

Aug 13–17: Annual Convention of the American Statistical Association. Indianapolis, IN. Contact: ASA, (703) 684-1221.

Sept. 11–13: 11th Annual International Conference on Work Teams. Dallas, TX. Contact: Center for the Study of Work Teams, (940) 565-3096 or workteam@unt.edu.

Oct 20: SIOP Professional Development Workshop, Developing Organizations' Fitness to Compete. Speaker Mike Beer, Harvard University. Hyatt Regency Cambridge, MA Contact: Jack Kennedy, (212) 490-1600 or jackkennedy@bandm.com.

2001

Feb. 28–March 3: Annual Conference of the Academy of Human Resource Development. Tulsa, OK. Contact: AHRD, (225) 334-1874.

March 10–13: Annual Conference of the American Society for Public Administration. Newark, NJ. Contact: ASPA, (202) 393-7878.

March 22–25: Annual Conference of the Southeastern Psychological Association. Atlanta, GA. Contact: SEPA, (850) 474-2070.

April 27–29: 16th Annual Conference of the Society for Industrial and Organizational Psychology. San Diego, CA. Contact: SIOP, (419) 353-0032.

CALLS AND ANNOUNCEMENTS

A TRIBUTE TO BART OSBURN, PH. D.

Emeritus Professor of Psychology

On the occasion of Bart's retirement and in recognition of his significant contributions to industrial-organizational psychology through his research, teaching, mentoring, and consulting, the University of Houston has established the **Bart Osburn Endowment for Industrial-Organizational Psychology** to continue to attract and support outstanding graduate students.

This endowment is funded by Bart's family and his many friends, colleagues, students, and clients, with the greatest respect and affection for Bart.

For further information, please contact ***ebkahn@shell.com.***

CALL FOR NOMINATIONS FOR APA SCIENTIFIC AWARDS

The American Psychological Association (APA) invites nominations for its 2001 awards program. The Distinguished Scientific Contribution Award honors psychologists who have made distinguished theoretical or empirical contributions to basic research in psychology. The Distinguished Scientific Award for the Applications of Psychology honors psychologists who have made distinguished theoretical or empirical advances in psychology leading to the understanding or amelioration of important practical problems.

To submit a nomination for the Distinguished Scientific Contribution Award and the Distinguished Scientific Contribution Award for the Applications of Psychology, you should provide a nomination form, nominee's current vita with list of publications, letter of nomination, up to five representative reprints, and the names and addresses of several scientists who are familiar with the nominee's work.

The Distinguished Scientific Award for an Early Career Contribution to Psychology recognizes excellent young psychologists. For the 2001 year program, nominations of persons who received doctoral degrees during and since 1991 are being sought in the areas of applied research (e.g., treatment and prevention research, industrial/organizational research, educational research); social; individual differences (e.g., personality, psychometrics, mental ability, behavioral genetics); perception, motor performance; and behavioral and cognitive neuroscience. To submit a nomination for the Distinguished Scientific Award for Early Career Contribution to Psychology, you should provide a letter of nomination, nominee's current vitae with list of publications, and up to five representative reprints.

To obtain nomination forms and more information, check the Science Directorate web page (**http://www.apa.org/science/sciaward.html**) or contact **Suzanne Wandersman, Science Directorate, American Psychological Association, 750 First Street, N.E., Washington, D.C. 20002-4242**; by phone, (202) 336-6000; by fax, (202) 336-5953, or by email: **swandersman@apa.org.**

The deadline for all award nominations is **June 1, 2000.**

Call for Papers: The Kenneth E. Clark Research Award

The Center for Creative Leadership is sponsoring the Kenneth E. Clark Research Award to recognize outstanding unpublished papers by undergraduate and graduate students. The award is named in honor of the distinguished scholar and former Chief Executive Officer of the Center.

The winner of this award will receive a prize of $1,500 and a trip to the Center to present the paper in a colloquium.

Submissions may be either empirically or conceptually based. Nontraditional and multidisciplinary approaches to research are welcomed. The paper should focus on some aspect of leadership or leadership development.

Submissions will be judged by the following criteria:

(1) The degree to which the paper addresses issues and trends that are significant to the study of leadership;

(2) The extent to which the paper shows consideration of the relevant theoretical and empirical literature;

(3) The extent to which the paper makes a conceptual or empirical contribution;

(4) The implications of the research for application to leadership identification and development. Papers will be reviewed anonymously by a panel of researchers associated with the Center.

Papers must be authored and submitted only by graduate or undergraduate students. Center staff and submissions to other Center awards are ineligible. Entrants must provide a letter from a faculty member certifying that the paper was written by a student. Entrants should submit four copies of an article-length paper. Electronic submissions will not be accepted. The name of the author(s) should appear only on the title page of the paper. The title page should also show the authors' affiliations, mailing addresses, and telephone numbers.

Papers are limited to 25 double-spaced pages, including title page, abstract, tables, figures, notes, and references. Papers should be prepared according to current edition of the *Publication Manual of the American Psychological Association.*

In the absence of papers deemed deserving of the awards, the awards may be withheld. Entries (accompanied by faculty letters) must be received by **September 1, 2000**. Winning papers will be announced by November 3, 2000. Entries should be submitted to: **Cynthia McCauley, Ph.D., Vice President, New Initiatives, Center for Creative Leadership, One Leadership Place, P.O. Box 26300, Greensboro, N.C. 27438-6300.**

Call for Papers: International Journal of Selection and Assessment (IJSA) Special Issue on Counterproductive Behaviors at Work

Employees can engage in a wide spectrum of counterproductive, disruptive, antisocial, and deviant behaviors at work. These behaviors include, but are not limited to theft, white collar crime, absenteeism, tardiness, drug and alcohol abuse, disciplinary problems, accidents, sabotage, sexual harassment, and violence. Such counterproductivity costs employers billions of dollars annually worldwide. Additional resources are spent on attempts to forecast such undesirable on-the-job behaviors at the time of hire, sometimes using questionable methods. The objective in this special issue is to publish papers that explore the prevalence, causes and consequences of counterproductive behaviors in organizations. We seek submissions that will enhance our understanding of counterproductive behavior at work and meaningfully contribute to personnel selection and assessment practices in organizations. We particularly welcome manuscripts that focus on the determinants of and covariation among various counterproductive work behaviors so that effective selection and assessment techniques can be developed and utilized. Specific topics for the special issue may include: theories of workplace deviance, theft at work, white collar crime, absenteeism and tardiness as dysfunctional behaviors, substance abuse at work, workplace violence, sexual harassment, the role of individual differences in disruptive behaviors at work, integrity testing in organizations, and the role of stress in counterproductivity at work. Papers on legal and ethical dimensions of counterproductivity and applicant and other stakeholder reactions to organizational use of selection systems to curb counterproductivity are also invited. Submission of theoretical work that synthesizes and expands the existing literature as well as manuscripts that provide empirical investigations on measurement and prediction are desired. Consistent with the major aim of *IJSA* to promote international and cross-cultural research of excellence on personnel selection, we especially welcome papers that explore cultural influences on workplace counterproductivity.

Authors should follow *IJSA* instructions in preparing manuscripts. A double-blind review process will be used in reviewing submissions. Please submit five copies of manuscripts to the **Special Issue's Guest Editor: Deniz S. Ones, Department of Psychology, University of Minnesota, 75 East River Road, Minneapolis MN 55455-0344**; e-mail: **Deniz.S.Ones-1@tc.umn.edu.** Contributions should be received by **September 30, 2000.**

Call for Nominations: ASTD Dissertation Award

The ASTD Dissertation Award is given to foster and disseminate research in the practice of workplace learning and performance. It is presented annually to the person who has submitted the best dissertation completed during the previous academic year.

Criteria:

1. The dissertation must report a study for which a degree was granted in the previous year between July 1, 1998, and June 30, 2000.
2. The study must focus on some issue of relevance to the practice of workplace learning and performance. Illustrative areas of concentration include:
   - Training and development
   - Performance analysis
   - Career development
   - Organization and development/learning
   - Work design
   - Human resource planning
3. All research methodologies will be considered on an equal basis including, for example, field, laboratory, quantitative, and qualitative investigations.
4. The candidate must be recommended and sponsored by his or her committee chair. A committee chair may nominate more than one candidate who meets the criteria noted above in points 1 and 2.
5. All materials submitted must be in English.
6. Finalists will be asked to submit a manuscript that is based on the dissertation and that follows the general guidelines of the *Human Resource Development Quarterly.*

Selection Procedure:

Applications will be evaluated by the *ASTD Research-to-Practice Committee* and other reviewers. Finalists will be asked to submit a manuscript based on the dissertation, following the publication guidelines of the *Human Resource Development Quarterly.*

The award,winner will receive:

- Commemorative plaque presented at the awards ceremony during the 2001 ASTD International Conference and Exposition, May 20–25 in Dallas, Texas.

- $500 cash prize.
- Designated place on the 2001 ASTD International Conference and Exposition program to present the research (with conference registration fee paid).
- Announcement of the award and a summary of the findings in the *Training & Development* magazine.

In addition, the award winner will be encouraged to submit his or her manuscript to *Human Resource Development Quarterly* for possible publication.

Submission Requirements:

Please note the deadline: September 15, 2000.

The application must include *five copies* of the following, without exception:

1. Letter of application from candidate.
2. Recommendation from committee chair, *on letterhead,* with the dissertation completion date.
3. Abstract of the dissertation, 5–15 pages in length, double-spaced (1-inch margins; 12-point font), including:
   a) Introduction
      1. Summary of the problem
      2. Purpose of the study and rationale (why is it important?)
      3. Critique of relevant literature
   b) Methodology
      1. Participants
      2. Apparatus
      3. Procedure
   c) Results
      1. For quantitative studies, provide sufficient statistics, including power, significance, effect size, and strength of relationship.
      2. For qualitative studies, provide a concise analysis resulting from sufficient methodological rigor.
   d) Discussion
      1. Strengths of the research
      2. Limitations of the research.
         Strengths and limitations may address the following topics:
         Why was the overall design chosen a "good" (i.e., methodologically rigorous and appropriate) design?
         What measurement and analysis problems did you encounter, and how did you resolve them?
      3. Implications for practice and research.
4. Send *five copies* of the above to: **Jennifer D. Dewey, Ph.D., Arthur Andersen, 1405 North Fifth Avenue, Advanced Development Building, St. Charles, IL 60510.** Questions may be referred to Dr. Dewey at 630.444.3828, by fax at 630.377.3794, or by e-mail at jennifer.d.dewey@us.arthurandersen.com (preferred).

Timeline: Submission deadline for receipt of application package: **September 15, 2000**. Notification of finalists mailed: *October, 2000*. Finalists submit manuscripts: *December, 2000*. Notification of decisions mailed: *February 1, 2001*.

2000 Organization Development Institute Awards

The O.D. Institute has made a significant commitment to recognize outstanding organization development efforts and to help build the field of O.D. into a profession. Each year the winners of the O.D. Institute awards are announced at the Annual Information Exchange. This year the 30th Annual Information Exchange is on "What Is New in Organization Development and Human Resource Development" and is being held for May 23–26, 2000 on the Hawaii Loa Campus of Hawaii Pacific University.

Excellence in Authorship: The Most Outstanding Organization Development Article of the Year. This award will be given to the author(s) of the article published during the prior volume year that has made the greatest contribution to practice, theory and/or research in the field of O.D. The winning author(s) will receive a cash prize of $2,000 and a wall plaque.

The Jack Gibb Award for the best presentation at The 30th Annual Information Exchange by a full time student not working full time. The winner receives $1,000 and a wall plaque.

The Outstanding O.D. Project of the Year. This award is given to the O.D. effort that has achieved the greatest impact and has advanced the science or art of O.D. in some significant way. Self-nominations are accepted. For nomination materials or for more information, please contact: Allan K. Foss, RODP, Senior O.D. Consultant, Knoll Pharmaceutical Company, 3000 Continental Drive North, Mount Olive, NJ 07828 or at fossa@knoll-pharma.com

For more information regarding these awards, the O.D. Institute, or the 30th Annual Information exchange, contact: **Dr. Donald W. Cole, RODC, c/o The O.D. Institute, 11234 Walnut Ridge Road, Chesterland, OH 44026,** E-mail: DonWCole@aol.com, http://members.aol.com/odinst. For submission information and to be considered for the best paper award for the *O.D. Journal,* contact either Dr. Bill Kahnweiler, RODC, Associate Editor, Peer Review–USA, epswmk@panther.Gsu.EDU or Dr. David Coghlan, Associate Editor for Peer Review–International, dcoghlan@tcd.ie. For more general questions about the *O.D. Journal,* contact the editor, Dr. Allan H. Church, RODC at allanhc@aol.com.

Call for Submissions:
Seymour Adler Scientist-Practitioner Doctoral Dissertation Grant

The Scientist-Practitioner model represents the application of sound and professional theory and research to solve real-world problems. Dr. Seymour Adler's 25-year career in I-O psychology has been an outstanding example of the successful application of the scientist-practitioner model. In recognition of this fact, Assessment Solutions Incorporated (ASI) has established "The Seymour Adler Scientist-Practitioner Doctoral Dissertation Grant." This annual grant, in the amount of $5,000, shall be provided to the PhD candidate whose dissertation proposal best exemplifies a sound balance of rigorous, theory-guided academic research and practical business application. The dissertation can be conducted in either a laboratory or field research setting as long as the results are applicable to actual business situations.

Requirements:

1) Each applicant must submit two copies of a two-page application that includes the following:
   - Title of dissertation
   - Name
   - Affiliation
   - Abstract of the dissertation (not to exceed 350 words)
2) The applicant's dissertation chair must submit a signed cover letter indicating why the proposed dissertation is appropriate for consideration for the Seymour Adler Scientist-Practitioner Doctoral Dissertation Award.
3) From the applications received, the top four applicants will be invited to submit their complete dissertation proposals for review. Proposals must be submitted in standard APA format. The winning proposal will be chosen from among these four.

Judging Criteria:

A committee of eight experienced, professional I-O psychologists representing both academia and industry will review the applications and proposals and ultimately determine to whom the grant is awarded.

The primary criteria to be considered are:

- quality of research (soundness of methodology and analyses, consideration of relevant literature and theory, innovativeness)
- application value (implications for business practice; potential impact of findings)

The committee reserves the right to withhold the award if no submission clearly meets the grant requirements.

Submission:

The application and cover letter should be sent to the Grant Committee Chair at the following address: **Brian J. Ruggeberg, Ph.D., Grant Committee Chair, Assessment Solutions Incorporated, 780 Third Ave., 6th Floor, New York, NY 10017.**

All applications must be *received* by **June 30, 2000** to be considered. Those applicants selected to submit their complete proposals will be notified by the committee no later than *August 1, 2000*. Proposals must be received by *September15, 2000*. The winning proposal will be announced by *October 15, 2000* and awarded the $5,000 research grant immediately thereafter.

Call for Participation

You are cordially invited to participate in HCI International 2001, 9th International Conference on Human-Computer Interaction, held jointly with Symposium on Human Interface (Japan) 2001, 4th International Conference on Engineering Psychology and Cognitive Ergonomics, and 1st International Conference on Universal Access in Human-Computer Interaction, and in cooperation with Chinese Academy of Sciences, Human Factors and Ergonomics Society, International Ergonomics Association, Japan Ergonomics Society, and Japan Management Association. The conference is being held August 5–10, 2001 in New Orleans.

The Conference is conducted under the auspices of a distinguished international board of 106 members from 21 countries. One registration payment will provide participation to all four conferences which will have over 12 parallel presentations from the leading industrial government and academic laboratories from over 40 countries, covering the entire spectrum of the breadth and depth of HCI. Tutorials on the latest and best in HCI will also be offered.

In addition to the technical aspects of the Conference, plenty of fun activities are planned for the Conference participants and accompanying persons. It will all start with the Conference Opening Reception to be held on a cruise ship, with the best jazz and Dixie music and the best food New Orleans has to offer.

A significant number of sessions will be dedicated to management of information, including, but not limited to, distance, interactive and organizational learning, humanization of work, knowledge management, and participatory and group work.

For more information on the Conference, please visit our web site at **http://hcii2001.engr.wisc.edu** or contact me by snail mail for a poster and a Call for Participation at: Gavriel Salvendy, General Chair, HCI International 2001, http://hcii2001.engr.wisc.edu, (email: salvendy@ecn.purdue.edu)

Phone: 765-494-5426, Fax: 765-494-0874. I look forward to welcoming you to New Orleans and to the Conference.

Call for Papers:
Consulting Psychology Journal

The Division of Consulting Psychology (13) is seeking manuscripts for its quarterly publication *Consulting Psychology Journal: Practice and Research*. An official APA division journal, *CPJ* is masked reviewed and publishes articles in the following areas:

(a) theoretical and conceptual articles with implications for consulting
(b) original research regarding consultation
(c) in-depth reviews of research and literature on consulting practice
(d) case-studies that demonstrate applications or critical issues
(e) articles on consultation practice development
(f) articles that address unique issues of consulting psychologists

Potential authors are encouraged to contact the editor for more information. Submissions (in triplicate) for review should be sent directly to **Richard Diedrich Ph.D., Editor, The Hay Group, 116 Huntington Avenue, Boston, Massachusetts, 02116-5712,** tel. 617-425-4540, fax: 617-425-0073.

POSITIONS AVAILABLE

GE CAPITAL is accepting applications for a part-time **INTERNSHIP** with its Corporate Communication and Diversity team. This position is available immediately, and it will be located in Stamford, Connecticut.

The responsibilities of this position are to apply the results of the Quality and Growth Survey to effect organizational change across GE Capital's 28 business units. Specific projects include:

- Developing metrics around diversity initiatives
  Scorecards
  Mentoring
  Top talent
- Establishing processes and metrics around the Quality and Growth Survey
  Scoreboard
  Process Improvements
  Best Practices

Preferred Candidate:

- PhD candidate in industrial and organizational psychology
- Knowledge and experience in advanced statistical analysis
- Interpersonal and team skills

GE Capital is an Equal Opportunity Employer
Please submit your resume to: **kelly.lafnitzegger@gecapital.com**

FORD MOTOR COMPANY is accepting applications for pre-doctoral **INTERNSHIPS** in I-O psychology. Ford is a worldwide leader in automotive products and financial services with 325,000 employees, including 143,000 employees in U.S. automotive operations.

The internships are full-time and last 12 months. Interns will be working with I-O psychologists and HR professionals on a variety of projects, most of which are international in scope. Projects include selection research, employee surveys and organizational development. All positions are located in Dearborn, Michigan.

Applicants must be enrolled in an I-O doctoral program and have completed a Master's degree or be admitted to doctoral candidacy. Candidates should have experience in the following areas:

- selection research
- construction of tests/surveys
- statistical analysis

Familiarity with SPSS is preferred but not required. Experience with web authoring or foreign language skills such as German, Spanish, or French are also preferred but not required. Ford is an Equal Employment Opportunity Employer committed to a culturally diverse workforce.

Interested applicants should submit a cover letter and resume to:

Michele Jayne, Ph.D., Ford Motor Company, Personnel Research Services, World Headquarters Room 710, Dearborn, MI 48121-1899, Fax: 313-323-8531, Email: mjayne@ford.com.

GTE, a leader in telecommunications, is seeking candidates for **INTERNSHIPS** in its Employee Capability and Competency Design Department. These positions will provide the opportunity to gain experience in a large corporation and to become an active participant in a Human Resources team. The intern will assist I-O Psychologists in planning and carrying out content and/or criterion-related test development and validation projects, writing technical reports, and other related projects.

Candidates must be advanced PhD students in I-O psychology (3rd or 4th year). Training or experience in job analysis, development and validation of paper-and-pencil tests and structured interviews, competency modeling, and criterion development is required. Knowledge of current legal and professional guidelines for employee selection procedures is also required. A solid background in psychometrics is essential, and experience with SAS, SPSS, or a similar statistical package is highly desirable. Candidates must be able to cooperate in team efforts and have strong interpersonal, organizational, and communications skills, both oral and written.

These internships are full-time positions with a duration of 6 to 12 months. Internships will start at various times during the year. All positions are located in Irving, Texas. Interested applicants are invited to submit a resume, desired start date, a list of references, and graduate transcript to: **Nancy T. Tippins, Ph.D., GTE, 700 Hidden Ridge, HQW01J52, Irving, Texas 75038, email: nancy.tippins@telops.gte.com, fax: (972) 718–4521**

SBC COMMUNICATIONS INC. SBC Communications Inc., an international leader in the telecommunications industry, is accepting applications for pre-doctoral internships in HR Research. SBC is made up of the merged companies of Southwestern Bell, and Pacific Bell, Nevada Bell and Southern New England Telephone, with a total of approximately 129,000 employees. The internship position is located in corporate headquarters in San Antonio, Texas.

Our internship program provides students with a strong I/O background the opportunity to apply their training in a fast-paced corporate environment. Interns work in a team setting on a full range of HR Research projects, including selection, performance management, employee surveys, and organizational

development initiatives. We strive to develop interns to the point of taking end-to-end responsibility for a project.

Qualified candidates should have completed their Master's degree (or equivalent) and be currently enrolled in a Ph.D. program in I/O Psychology, Psychometrics, Organizational Behavior, or related discipline. Preference will be given to candidates who have prior work experience in areas such as job analysis, selection procedure validation and/or survey research. A strong background in research methods and statistics is desired. Experience using SPSS is a plus.

If you meet the above qualifications, have strong written and oral communication skills, and desire to work in a Fortune 50 company, please submit your resume and a list of at least 3 references for internships beginning in January or beginning in July. Internships are designed to last either 6 months or 1 year.

Please send materials to: **Robert L. Hartford, Ph.D., SBC Communications Inc. 111 Soledad, Suite 150, 9th Floor, San Antonio, TX 78205–2212, e-mail: rhartfo@corp.sbc.com, fax: 210–370–1945**

SBC Communications is an Equal Opportunity Employer.

POSTDOCTORAL FELLOWSHIP IN ORGANIZATIONAL PSYCHOLOGY, Department of Psychology, **Saint Louis University**. Applications are invited for a one-year appointment beginning August 2000 with the possibility of renewal contingent upon funding. Applicants must have completed a PhD with a specialization in organizational psychology. Applicants with training or research experience in small groups, team building, and organizational learning are urged to apply. The fellowship is intended for individuals planning careers in academic settings. The full-time position involves teaching one course per semester, conferring with organizational graduate students, conducting research, and assisting with projects at the University's newly formed, multidisciplinary, Center for Organizational Learning and Renewal. Saint Louis University is a Catholic, Jesuit institution dedicated to education, research, and health care. The Psychology Department has 20 full-time faculty, over 200 undergraduate majors, 100 graduate students, and doctoral programs in applied-experimental psychology (with specialties in developmental, experimental, organizational and social) and clinical psychology.

Additional information can be found at the department's website: http://www.slu.edu/colleges/AS/PSY/ To apply send vita, preprints/reprints, transcript, three letters of recommendation, and a brief statement of research, teaching, consulting and I-O specialty interests to **Dr. Ed Sabin, Organizational Fellowship Search Committee Chair, Department of Psychology, Saint Louis University, 221 North Grand Blvd., St. Louis, MO 63103.** Review of applications begins immediately and will continue until the position is filled. The Search Committee anticipates holding preliminary interviews at the SIOP Conference in New Orleans. Saint Louis University is an Affirmative Action/Equal Opportunity employer. Applications from women and minorities are strongly encouraged.

CONSULTANTS, PROJECT MANAGERS, CONSULTING TEAM LEADERS. AON CONSULTING is a leading Human Resource consulting firm with more than 4,000 consultants worldwide, specializing in the design and implementation of creative solutions to human resource and organizational effectiveness needs. A group of nearly 50 industrial-organizational psychologists provides specialized services and products to the most recognized and innovative organizations in the world. Project work includes: competency modeling, construction and implementation of selection and assessment systems at all levels, performance management systems, feedback and career development programs, organizational assessment, and training program development.

We seek experienced I-O psychologists with strong data analysis, research design, written, and oral communication skills. Experience in project management, organizational effectiveness consulting, and business development is also valued. Moderate travel required. Positions, available at a variety of locations and levels, offer diverse consulting experiences. Rapid advancement opportunities.

Aon Consulting offers the opportunity to work in an energetic, collegial environment focused on high quality client services. If you are interested in joining our team, please visit www.hrservices.aon.com and forward your resume to: **Gretchen Cambra, Aon Consulting, 400 Renaissance Center, Suite 1500, Detroit, MI 48243, fax 313-393-7975, email gretchen_r_cambra@aoncons.com.** Equal opportunity employer.

APPLIED PSYCHOLOGICAL TECHNIQUES, INC. (APT) has immediate openings for **CONSULTANT** and **PROJECT MANAGER** positions.

APT is a human resources consulting firm located in the New York metropolitan area. Our team of industrial/organizational psychologists, training and development specialists, statisticians, and business professionals work together to deliver customized products and extraordinary service to our Fortune 100 clients. Products and services include pre-employment and promotional assessment, 360° assessment and feedback, performance management, training and development, surveys, and litigation support.

We are currently looking for candidates whose innovation, initiative, and commitment to excellence will contribute to the work of our highly dedicated professional team and continued growth of our firm. Qualifications for each position are listed below:

Consultant

- Primary responsibilities include the development, analysis and implementation of selection, performance management, survey systems, and litigation support
- PhD or ABD in industrial-organizational psychology
- 1-2 Years of practical I-O related experience

- Strong research, quantitative, and data analytical skills, including management of databases; strong communication, interpersonal, and writing skills
- Experience with test validation, performance appraisal, and statistical software packages (e.g., SPSS, SAS)

Project Manager

- Primary responsibility includes management of project teams to develop and deliver products and services to our clients
- PhD in Industrial-Organizational Psychology
- 5-10 years of human resources consulting or corporate experience
- Strong customer focus, project management, communication, interpersonal, and writing skills
- Experience with managing large projects and project teams, and significant experience in one or more of the following: selection and assessment, performance management, survey research, or training and development

Compensation is commensurate with qualifications and experience. We offer competitive salaries that include health benefits, 401K, and pension plans. Please send resume with cover letter to: **Barbara Earle, Applied Psychological Techniques, Inc., 1120 Post Road, Darien, Connecticut 06820, bearle@appliedpsych.com, fax 203-655-8288.** APT is an equal opportunity employer.

MANAGER OF RESEARCH CONSULTING. DELTA CONSULTING GROUP is a recognized leader in the management of organizational change. Delta works collaboratively with CEO's and other senior executives through long-term and intensive consulting relationships in the areas of strategy development, organizational architecture, change management, executive team development, and leadership effectiveness. Currently Delta has an exciting opportunity in our growing office for a senior-level individual to manage its research function.

Responsibilities include supervising a professional research staff of four; designing, managing and delivering project work for clients/consultants; designing and managing internal research processes; and developing research-based tools, approaches, products, and services. The position requires a strong background in research, survey design, data analysis and qualitative approaches to diagnosis; managerial experiences; strong organization and project management experience; excellent interpersonal skills; and a consultative approach. Candidates should have a PhD, preferably in organizational behavior or I-O Psychology.

We offer competitive salary (including profit sharing/bonus) and comprehensive benefits along with a friendly work atmosphere. For consideration, please visit our web site at deltacg.com/career opportunities and submit your resume and cover letter, which must include salary requirements, on line or send resume to: **Human Resources, Dept. KV/M, Box #20313 PABT. CC., New York, NY 10129-0313.**

IBM, EXPERIENCED PROJECT MANAGER, White Plains, NY. IBM has an immediate opening in the Worldwide Customer Satisfaction Measurement department within Market Intelligence for an experienced project manager. This position will interface with a team of professionals to provide total project management for a newly created worldwide post sale transaction customer satisfaction survey. This is the department's most exciting new area of research. The project manager will enjoy the opportunity of studying the IBM sales opportunity management process and will be a key player in "measuring the membrane"—the delicate interface between the IBM sales force and potential solution sales.

Job responsibilities include project management of the newly created worldwide survey, including ensuring the project milestones are met by internal clients and research vendors, communicating with and coordinating internal clients, interfacing with the research vendor on matters of questionnaire and sample design conducting statistical analyses of quantitative data, interpreting study results, preparing reports and presentations, as well as engaging in heavy interaction with internal client organizations throughout the world who will be consumers of the results.

The position is located in White Plains, NY (Westchester County), which is 35 miles north of midtown Manhattan. This is a full-time position.

The ideal candidate will have:

- PhD with concentration in marketing research, statistics, industrial-organizational psychology or quantitative methods knowledge of IT, high technology fields and/or business to business market research (desirable)
- Minimum of 3 years full-time or equivalent experience working with large databases
- Proficiency in use of SAS or SPSS, univariate and multivariate statistical analyses
- Proven ability to work with internal teams, internal clients, and external research suppliers, and to work independently
- Superb oral and written communication skills
- Strong organizational skills

IBM is an equal opportunity employer.

Please forward resume & cover letter to: **Susan Toner, Manager, Worldwide Customer Satisfaction Measurement, IBM, North Castle Drive M/D T-08, Armonk, NY 10504-1785 sltoner@us.ibm.com, Fax: 914-765-2075.**

LESI ™ is a consulting firm providing a mix of I-O, clinical, forensic and personnel research services to public sector clients, primarily within law enforcement and criminal justice. Initially incorporated in 1988, we have experienced substantial growth and, as such, we are currently recruiting PhD's from traditional "scientist practitioner" programs with strong research and written communication skills. The ideal academic/experiential background for this position includes clinical, I-O and/or "real business" exposure.

Initially, the lion's share of this job will be performing pre employment evaluations, developing promotional tests (e.g., assessment centers, job knowledge tests, structured work samples, etc.) and performing supporting research. Additional duties will include forensic evaluations, supervising and training peer support counselors, performing incident debriefings, and making educational presentations.

This position requires light (to moderate) travel from our base in Greensboro, NC; a city recognized for its excellent quality of life. We offer an attractive compensation and benefits package as well as the opportunity to progress to management and to participate in our practice equity.

Candidates should reply with vitae as well as a brief historical statement of past accomplishments and current career goals to: **Michael J. Cuttler, Ph.D., LESI™, 604 Green Valley Road; Suite 204, Greensboro, NC 27408-7719, MCuttler@lesitest.com.**

MICROSOFT. MANAGEMENT DEVELOPMENT CONSULTANTS are responsible for helping fulfill our groups mission to build great leaders who can make an incredible contribution here at Microsoft and subsequently seed community leadership beyond Microsoft. Create an environment at Microsoft where great people can do their best work.

Responsibilities include developing needs and opportunity costs for experienced managers worldwide at Microsoft. Conduct needs-based analyses, focus groups, and post course evaluations. Build strong, long-term, credible relationships with all our customers. Produce credibility through results. Integrate multiple customer needs into globally appropriate, broad reach programs and solutions.

Qualifications? Excellent interpersonal, leadership, communication, presentation, and customer skills. 3+ years' experience in the computer industry. 3+ years' experience presenting in front of an audience. Experience managing organizations and preferably other managers for a minimum of 3 years. Instructional design experience, experience assessing customer needs and proposing/designing appropriate offerings. Willing to travel. BS/MS or MBA equivalent preferred.

Microsoft offers a competitive salary and excellent benefits. E-mail your resume in text format to: **hrjobs@microsoft.com (indicate Job Code At35k-0100 and position title within the text of your resume), Or visit us at www.microsoft.com/jobs/hr.htm.** We are an equal opportunity employer and support workplace diversity.

MICROSOFT RESEARCHER. Conduct studies on key, strategic employee and HR problems. Market ideas for research studies to senior management sponsors, design and execute studies, analyze data, and recommend solutions to employee and HR problems. Identify strategic employee and HR problems facing the company where needed. Conduct research studies using the most appropriate methodology to gather information needed to solve employee and HR problems. Independently analyze surveys, interviews, focus groups, and archival data to uncover major issues and trends, and decide on recommendations. Monitor trends in management, HR, organizational behavior, and HR Research.

Qualifications? Must have expertise in HR Research. PhD in industrial-organizational psychology, organizational behavior, HR management, or related discipline preferred. Knowledge of HR research methodology, statistics, and data analysis essential. Minimum of 2–3 years HR Research experience as an internal or external consultant. Demonstrated dedication to meeting expectations and requirements of internal customer/client groups.

Microsoft offers a competitive salary and excellent benefits. E-mail your resume in text format to: **hrjobs@microsoft.com (indicate Job Code At35k-0100 and position title within the text of your resume), Or visit us at www.microsoft.com/jobs/hr.htm.** We are an equal opportunity employer and support workplace diversity.

COUNTY OF SAN DIEGO, HUMAN RESOURCES ANALYST, Recruitment No. 19141C, $31,907–47,840.

The County of San Diego is seeking an HR professional to provide services in the areas of recruitment, classification, compensation, labor relations, benefits, and employee and organizational development. Successful applicants will possess a bachelor's degree or higher from an accredited college or university AND at least 1 year of professional personnel experience in the areas listed above. Detailed announcement and application can be printed at our web site or by contacting the **County HR department, Department of Human Resources, 1600 Pacific Hwy Room 207, San Diego CA, 92101, (619) 236-2191, or www.co.san-diego.ca.us.**

INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST. The Research Division of the Strategic Resources Department at **STATE FARM INSURANCE COMPANIES** has an immediate need for a new or relatively recent (2–5 years' experience) PhD Industrial-Organizational Psychologist. This position is located in the companies' Human Resources Research Unit, a leader in the application of behavioral science and statistical methods to the development of information to aid executive management decision-making. A strong background in personnel psychology, psychological measurement, experimental design and multivariate methods of analysis is required, as are excellent writing, oral communication and interpersonal relations skills. Some travel is required. The successful job applicant will join a team of six full-time employees, three of whom hold the PhD degree.

State Farm is also seeking candidates for the position of **USABILITY EVALUATION ANALYST.** This individual will design and conduct usability evaluations for a wide range of software and nonsoftware products. Examples of software products include Internet and Intranet web sites, web-based applications, client/server and mainframe applications. Nonsoftware products include training, forms, documentation, hardware processes and marketing activities. The position will include internal, external and in-home evaluations. A PhD degree in human factors, industrial-organizational psychology or a related field is required. The ideal candidate will have an additional 1 to 3 years of experience conducting and reporting usability evaluations. Knowledge of human/computer interaction and computer interface design would be considered a plus.

These positions are located at State Farm's corporate headquarters in Bloomington, Illinois, a medium-sized city in central Illinois. State Farm offers an excellent salary and benefits package DOQ. Send resumes to: **Lara McCluskey, Human Relations Specialist, HR SA-1, One State Farm Plaza, Bloomington, IL 61710 (Fax: 309-735-6021; E-mail: Lara.McCluskey.gvdk @STATEFARM.COM).**

DEVELOPMENT DIMENSIONS INTERNATIONAL. *Join a world-class organization.* **DDI** is a globally recognized leader in staffing and assessment as well as behavior-based training and development. Our programs include assessment centers, multi-perspective (360°) instruments, executive assessment and coaching, career planning, succession management and more.

Employ the latest techonlogies. You'll apply your skills using sophisticated assessment and development technologies (interactive electronic simulations and games), and advanced electronic media (CD-ROM and Internet/intranet platforms; computer-based testing).

Build dynamic, lasting partnerships. Through designing and implementing leading-edge HR programs, your work will add value to thousands of fast-growing, innovative international organizations, such as Oracle Corporation, General Motors, Bestfoods, Boeing, United Nations, and First Union.

DDI. Know-how right now. Teamed with some of the world's leading I-O psychologists and backed by unparalleled support services, you'll have challenging opportunities to create solutions that truly bring a positive change to people's lives.

Send your resume to: **Human Resources—EATIP, Development Dimensions International, 1225 Washington Pike, Bridgeville, PA 15017-2838, FAX: 412-257-5367 E-Mail: resumes@ddiworld.com.** DDI values diversity and is an equal opportunity employer.

INTERNAL MANAGEMENT DEVELOPMENT CONSULTANT Richmond, VA. **CAPITAL ONE**, a top ten issuer of MasterCard and Visa in the U.S., is looking for a Management Development Consultant in our Richmond, VA location. The MDC supports the development of managers in a functional or operational area by collaborating with the Competency Planning and Development department to deliver management development programs and services. Responsibilities include assessing management development needs, formulating development plans, developing, delivering, or customizing programs that are consistent with the company's overall strategy, evaluating the effectiveness of training and other programs, and acting as a one-on-one coaching resource to managers. The MDC also participates in the delivery of team-based interventions and facilitates the performance and talent management process.

The ideal candidate will possess strong analytical, consulting, facilitating, and executive coaching skills. Experience with curriculum design and development and needs assessments is required. Ability to work in an unstructured, fast paced and sometimes ambiguous environment a must. 3-5 years management development or organizational development experience required. Masters degree in Human Resources Management, Training, or related field preferred. Capital One is among the most rapidly growing organizations of the decade; in fact, we added over 4,000 people to our staff in 1999. We are an information-based marketing company, based in Falls Church, Virginia, offering a variety of financial and wireless telecommunications services.

In addition to a competitive salary and stock options, associates also enjoy a generous benefits package that includes medical, dental and vision insurance from day one, 3 weeks of paid vacation during the first full calendar year of employment, flexible spending accounts, a 401(k) program that provides a company match up to 9%, tuition reimbursement and much more.

Submit resume and salary requirements to: **Management Recruiting, 4986SIOP0400, Capital One, 8745 Henderson Road, Tampa, FL 33634, resumes@capitalone.com, 813-290-1831, fax www.capitalone.com, Job code: 4986SIOP0400.**

WILLIAMS-SONOMA, INC., headquartered in San Francisco, is a $1.3 billion company. It includes the Williams-Sonoma, Pottery Barn, Chambers and Hold Everything concepts. The organization is adding a newly created position of **MANAGER, ASSESSMENT AND DEVELOPMENT**. Responsibilities will include: Leadership in design and implementation of both management assessment and management development programs at multiple organizational levels. Delivery of one-on-one coaching support to key corporate personnel. Leadership of organizational competency modeling processes Management of key vendor relationships. Development of metrics to assess ROI of department programs and processes. Requirements include a Masters or PhD in I/O psychology or a related discipline, 5 years full-time experience in a combination of management development, assessment, and related activities, evidence of increasing responsibility, strong client management skills, and the ability and willingness to work within an entrepreneurial, high-growth environment. Williams-Sonoma's culture is relationship-oriented and supportive, with core values of customer service and quality. The company offers a competitive compensation package including salary, excellent benefits and relocation. Please respond with cover letter and resume to: **Wendy DavisHR/StaffingWilliams-Sonoma, Inc.3250 Van Ness AvenueSan Francisco, CA 94109FAX: 415-616-7788e-mail: wdavis@wsgc.com.**

ATTENTION ALL SIOP MEMBERS

Volunteers are needed for the Program Committee for the SIOP conference in San Diego 2001.

Members receive approximately 4 - 8 papers to review in September with a relatively short turn-around requested. The quality of the program depends on the quality of the reviews, so we hope you will volunteer today!

To volunteer, please fill out and send in the SIOP committee Volunteer Form available on the following page or on the SIOP homepage (www.siop.org/committee_volunteer_form.htm.)

For more information contact
Talya Bauer at
talyab@sba.pdx.edu
or
(502) 725-5050

Committee Volunteer Form

Society for Industrial and Organizational Psychology, Inc.

Deadlines: The deadline for volunteering to serve on the Continuing Education and Workshop Committee is December 1st for all other committees; nominations are accepted at any time. Please submit a completed form to the address given at the bottom of this page.

Mailing Address		Telecommunications	
Name	______ (Last / First / MI)	Office	(___)______
Address	______	Fax	(___)______
	______	E-mail	______

Job Title: ______ **Organization:** ______

Highest Degree: ______ **Year Granted:** ______ **Institution:** ______

Society Status: Associate ___ Member ___ Fellow ___

Committee Preference: If you have preferences concerning placement on committees, please indicate them by writing the number 1, 2, and 3, respectively, by the names of your first, second, and third most preferred committee assignments. Note, however, that you need not provide these rankings if you are indifferent about committee placement.

___ Awards ___ Fellowship (Fellows only) ___ Professional Practice ___ Scientific Affairs
___ Continuing Education & Workshops ___ History ___ Program (APA Meeting) ___ State Affairs
___ Education & Training ___ Membership ___ Program (SIOP Conference) ___ TIP Newsletter

___ **Would you be willing to serve on an APA committee?**
___ **Please check here if you would be willing to serve as a mentor for a new SIOP member.**

Prior Society Service: If you have previously served on SIOP committees, please list their names and the years you served.

Prior APA/APS Service: If you have previously served on APA or APS boards or committees, please list their names and the years you served.

References: Please provide the names and addresses of two Members or Fellows of the Society who the Committee on Committees may contact to obtain additional information about you.

Name	Address	City	State	Zip
Name	Address	City	State	Zip

Your Signature: ______ **Date:** ______

Please mail or fax the completed form to: SIOP Administrative Office, PO Box 87, Bowling Green, OH, 43402-0087. Fax (419) 352-2645. If you need further assistance call (419) 353-0032.

Have You Changed Addresses?

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THANK YOU!

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The Industrial-Organizational Psychologist (**TIP**) is the official newsletter of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association, and an organizational affiliate of the American Psychological Society. **TIP** is distributed four times a year to more than 3,000 Society members; the **Society's Annual Convention Program** is distributed in the spring to the same group. Members receiving both publications include academicians and professional-practitioners in the field. In addition, **TIP** is distributed to foreign affiliates, graduate students, leaders of APA and APS, and individual and institutional subscribers. Current circulation is 5,500 copies per issue.

Advertising may be purchased in **TIP** and **the Annual Convention Program** in units as large as two pages and as small as one-half page. **"Position Available"** ads can also be obtained in **TIP** at a charge of $80.00 for less than 200 words, and $95.00 for less than 300 words. These ads may be placed on our Web page at no additional charge. Please submit position available ads by e-mail. For information or placement of ads, contact: **SIOP Administrative Office, 745 Haskins Rd., Suite D, P.O. Box 87, Bowling Green, OH 43402–0087, Lhakel@SIOP.bgsu.edu, (419) 353–0032.**

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Publishing Information

TIP is published four times a year: July, October, January, April. Respective closing dates are May 15, August 15, November 15, and February 15. The Annual Convention Program is published in March, with a closing date of January 15. **TIP** is a 5–1/2" x 8–1/2" booklet, printed by offset on enamel stock. Type is 10 point Times New Roman.

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